DOCUMENT RESUME

ED 356 326 CE 063 380

AUTHOR Kearns, Donna; And Others
TITLE Vocational Counselor for Special Populations Manual. Revised.
INSTITUTION Missouri Univ., Columbia. Missouri LINC.
SPONS AGENCY Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE 93
NOTE 179p.; Revised by Iva V. Presberry.
AVAILABLE FROM Instructional Materials Laboratory, University of Missouri, 8 London Hall, Columbia, MO 65211 (order no. 95-0300-I: $16.20).
PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE MF01/PC08 Plus Postage.
DESCRIPTORS Advocacy; *Career Counseling; *Career Development; Coordination; *Counselor Role; Disabilities; Economically Disadvantaged; Educational Cooperation; Educational Legislation; Educationally Disadvantaged; Education Work Relationship; *Employment Counselors; Federal Legislation; Integrated Curriculum; Limited English Speaking; Postsecondary Education; *Program Development; Secondary Education; Special Education; *Special Needs Students; Transitional Programs; Vocational Aptitude; *Vocational Evaluation; Vocational Interests

ABSTRACT

This manual contains basic information to guide vocational counselors for special populations as they work with students enrolled in vocational programs at the secondary and postsecondary levels. It begins with a brief overview of the role of the vocational counselor for special populations. The survey, the responses to which formed the basis of the role of the vocational counselor for the development of this manual, is provided. Relevant legislation is then discussed. The main body of the manual is divided into five areas of responsibility: (1) counseling and advocacy; (2) program development; (3) assessment; (4) career development and transition services; and (5) contacts and meetings. The sixth section addresses the needs of postsecondary service providers. Each of these six sections begins with an overview of the area of responsibility and concludes with a listing of resources that help to identify sample forms or sources of further information regarding that particular topic. The final section on meeting the needs of students who have limited English proficiency offers suggestions for administrators and teachers and names, addresses, and telephone numbers of resource people. A glossary and 33 references are appended. (YLB)

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Vocational Counselor for Special Populations

Donna Kearns

Judith K. Hughey, NCC

Arden Boyer-Stephens

Revised By Iva V. Presberry

Department of Special Education and
Department of Practical Arts and
Vocational Technical Education

College of Education
University of Missouri-Columbia

Produced by:

Missouri LINC
401 E. Stewart Road, Room 200
Columbia, MO 65211
(314) 882-2733

June 1988
1993 Revision

This activity was supported in whole or in part by funds from the Department of Elementary and Secondary Education, Division of Vocational and Adult Education. However, the opinions expressed herein do not necessarily reflect the position or policies of the Missouri Department of Elementary and Secondary Education or the Division of Vocational and Adult Education, and no official endorsement should be inferred.

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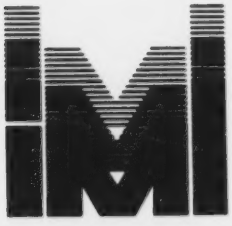

Instructional Materials Laboratory
8 London Hall
University of Missouri-Columbia
Columbia, MO 65211

(314) 882-2883
1-800-669-2465

ACKNOWLEDGMENTS

We wish to acknowledge the many contributions to the completion of this manual. A special thanks to the following individuals whose interest and enthusiasm provided valuable information for the manual.

To Anne Davenport, Connie Gubbels, Lucille Mitchell, Tom Pontius, Beverly Whitaker, and Cliff Ramage for vital information on behalf of vocational special needs counselors in Missouri;

To each and every vocational special needs counselor who contributed valuable information and forms;

To Bob Larivee, Dick Omer, and Iva Presberry for their time, dedication, commitment, and editing of this project and to vocational special needs programs in Missouri;

To Dr. Lynda West for her guidance, encouragement, and deep commitment to students with special needs;

To Victoria Bowlin for her design suggestions, editing, and patience while preparing this manual for publication;

To Jill Williams-Graham for her contributions in the publication of this manual.

Our sincere appreciation to these individuals and to all individuals across the State whose commitment to vocational programming for special needs learners has contributed to innovative and excellent programs in Missouri.

Donna Kearns, Instructor

Judith K. Hughey, Instructor

Arden Boyer-Stephens, Assistant Director

Due to the passage of the Vocational and Applied Technology Act of 1990, this manual was updated October 1992. This revision reflects new emphases for vocational education and implications for the role of vocational special populations counselors.

TABLE OF CONTENTS

INTRODUCTION ix

THE ROLE OF THE VOCATIONAL COUNSELOR FOR SPECIAL POPULATIONS
Overview 1
Resources 2

LEGISLATION 5

COUNSELING AND ADVOCACY

Overview 21
How Can the Vocational Counselor for Special Populations Best Serve as an Advocate for Students from Special Populations? 22
What are Some Suggestions for Counseling the Student Regarding Personal, Social or Scholastic Problems? 22
When and How Should the Vocational Counselor Communicate with Parents Concerning Progress or Problems of Students from Special Populations? 23
When Should the Vocational Counselor for Special Populations Refer a Student for Services Outside of School? 24
When Should the Vocational Counselor for Special Populations Alert Appropriate Personnel of Possible Problems that Might Arise When Working with Students? 25
What are Some Suggested Methods of Identifying Students Who Are At Risk? 25
What are the Vocational Counselor's Responsibilities to Students from Special Populations Not Entering Vocational Programs? 26
How Can the Vocational Counselor for Special Populations Complement Other Counselors in the System? 26
How Can Vocational Counselors Serving Special Populations Assist With the Integration of Academics and Vocational Education? 27
What Are the Current Counseling Certification Requirements? 27
Resources 31

PROGRAM DEVELOPMENT

Overview 37
How Might the Vocational Counselor for Special Populations Facilitate the Development of Innovative Programs and Evaluate Current Services? 38
How Can the Vocational Counselor for Special Populations Remain Informed of Relevant Legislation, Litigation, Funding Sources, Etc.? 39
What is the Role of the Vocational Counselor for Special Populations in the Vocational Program Evaluation Follow-Up Studies? 39
What is the Role of the Vocational Counselor for Special Populations in Providing or Conducting Inservice, Needs Assessment, and Training for Staff? 39

How Might the Vocational Counselor for Special Populations Best Identify Needs and Provide for Volunteers/Paraprofessionals in Vocational Programs? 40
What are Some Suggested Strategies for Recommending Enhancement of Vocational Programs? 40
What are Some Strategies for Recommending Vocational Program Modifications? 40
What are Some Suggestions to Assist the Vocational Counselor for Special Populations in Writing Grants/Funding Proposals, Etc.? 41
How Can the Vocational Counselor for Special Populations Help to Plan Community-Based Vocational Training Programs? 42
How Can the Vocational Counselor for Special Populations Obtain Administrative Support? 42
Resources 43

ASSESSMENT

Overview 49
What are Some Suggestions for Conducting Assessment of Vocational Interests, Abilities, and Needs of Students Who Are Members of Special Populations? 50
How Might the Vocational Counselor for Special Populations Best Utilize Assessment Results to Make Adaptations to Curriculum, Instruction, Equipment, And Facilities Meet the Needs of Students? (IVEP Development) 50
What Role Should the Vocational Counselor for Special Populations Take in Communicating the Students' Progress in Vocational Courses? 53
How Can the Vocational Counselor for Special Populations Aid the Vocational Instructor in Task Analyzing Activities for their Students? 54
Resources 55

CAREER DEVELOPMENT AND TRANSITION SERVICES

Overview 67
What are Some Suggestions for Cooperating with State and Local Agencies in Planning, Implementing, and Evaluating Vocational Services for Students from Special Populations? 68
How Can the Vocational Counselor for Special Populations Facilitate the Transition of Students from Special Populations to Postsecondary Options? 69
What are Some Suggested Ways the Vocational Counselor for Special Populations Can Provide Students from Special Populations with Career Planning and Career Awareness Activities? 70
What are Some Ways the Vocational Counselor for Special Populations Might Assist in Placing Students from Special Populations in Employment? 72
What Can the Vocational Counselor for Special Populations Do to Ensure A 7-12 Career Development Program for Students from Special Populations? 72
How Can the Vocational Counselor for Special Populations Design a Program that Meets the Needs of the Students and the Expectations of the Department of Education? 72
What is the Missouri Comprehensive Guidance Program? 73

What are the Standards for Guidance and Placement in Missouri's Area Vocational-Technical Schools? 74
What Provisions Are Made for Individuals in Corrections Education? 75
What are Tech Prep Education Programs? 75
Resources 76

CONTACTS AND MEETINGS

Overview 99
What are Some Ways the Vocational Counselor for Special Populations Might Maintain Rapport and Communication with Vocational and Other Teachers and Counselors to Ensure a Coordination of Efforts? 100
How Can the Vocational Counselor for Special Populations Provide Information to Students Who are Members of Special Populations and Their Parents Concerning Vocational Education Opportunities? 100
What are Some Methods the Vocational Counselor for Special Populations Might Use to Aid Students and Parents in Understanding Limitations When Defining Realistic Goals and Objectives? 101
How Can the Vocational Counselor for Special Populations Coordinate the Process to be Used with Other School Personnel When Informing Students from Special Populations about Vocational Skills and Courses? 102
How Can the Vocational Counselor for Special Populations Provide Information to the Vocational School, Sending Schools and the Community About Services Offered to Students Who are Members of Special Populations? 102
What are Some Suggestions for Working with Vocational Evaluators when Consulting on Cases, Sharing Information about Students and Exploring Vocational Program Options? 103
What are Some Suggestions for Developing Referral Procedures Between the Program Areas and Staff (Evaluators, Instructors, Administrators, Counselors, Placement Personnel, Etc.)? 103
What are Some Suggestions for Assisting with the Development and/or Implementation of the IEP/IVEP for Students from Special Populations? 104
How Might the Vocational Counselor for Special Populations Assist with Classroom Management Techniques? 105
Resources 106

POSTSECONDARY CONCERNS

Overview 113
What is the Major Role of a Vocational Counselor for Special Populations at the Postsecondary Level? 113
What is the Role of the Vocational Counselor for Special Populations in Vocational Assessment? 113
What Happens After Assessment? 114
How Can the Vocational Counselor for Special Populations Best Work Cooperatively with Basic Skills Instructors and Other Resource Personnel at the Postsecondary Level? 115
What are Some Suggestions for Networking Other Resources On and Off Campus to Assist the Student from a Special Population at the Postsecondary Level? 115
Where Can a Vocational Counselor for Special Populations Find Material Useful for Serving Students with Limited English Proficiency (LEP)? 115
What Are Some Suggested Ways to Work with Vocational Instructors or Other Instructors Who are Teaching Students from Special Populations? 116
What are Some Suggestions for Motivating Students from Special Populations and What Resources are Available? 116
How Can the Vocational Counselor for Special Populations Work With a Team to Provide Services for Students from Special Populations? 119
Resources 120

MEETING THE NEEDS OF STUDENTS WHO HAVE LIMITED ENGLIGH PROFICIENCY

Suggestions for Administrators 131
Suggestions for Teachers 141
Resource People 147

GLOSSARY 151

REFERENCES 159

INTRODUCTION

In our world of rapidly changing technologies, a shrinking world economy, and revolutionizing job markets, every citizen must be prepared to meet the challenges if we are to survive and prosper. The vast majority of the world's population could be classified as members of special populations. Therefore, adequate preparation of these individuals is imperative.

Guidance counselors play a critical role in this preparation. Guidance counselors who are designated to work with students who are members of special populations play a great role in producing a better prepared workforce.

The Special Needs and Guidance Services Section of Vocational and Adult Education at the Department of Elementary and Secondary Education makes recommendations in regard to the delivery of services to students who are members of special populations. These recommendations are based on the provisions of the Carl D. Perkins Vocational and Applied Technology Act, P.L. 101-392. This Act provides funds for vocational education programs that are of such size, scope and quantity as to be effective. Educators must integrate academic and vocational education in these programs by providing a coherent sequence of courses or instructions so that students achieve both academically and in occupational competencies. These vocational programs must provide equitable participation for individuals who are members of special populations. This participation shall be consistent with the assurances and requirements of the Act. Sites and programs that serve the highest concentration of individuals who are members of special populations will be given priority. Vocational counselors serving special populations can make significant contributions. We hope this manual will be of assistance to you as you progress.

This manual contains basic information which should serve as a guide to vocational counselors for special populations as they work with students enrolled in vocational programs at the secondary and postsecondary levels. The manual is divided into five areas of responsibility followed by a separate section which addresses the needs of postsecondary service providers. Resources following each section help to identify sample forms or sources of further information regarding that particular topic. A glossary and reference section conclude the manual.

The Role of the Vocational Counselor for Special Populations

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THE ROLE OF THE VOCATIONAL COUNSELOR FOR SPECIAL POPULATIONS

Overview

The vocational counselor for special populations fulfills this role by providing guidance, counseling, career development, and placement services and activities. These activities are designed to appropriately place students into vocational education programs, assist students in successful completion of vocational education programs, and facilitate the transition from school to employment or further training. The services and activities identified may include the following: vocational assessment/evaluation; occupational orientation; acquisition of career awareness and exploration materials; dropout prevention; outreach, placement and follow-up; and other unique needs as identified. These services are provided through additional funds to cover the cost of services and activities which are required for students from special populations to participate in vocational education and which cannot be provided by the existing counseling staff.

It is important to note that the role of the vocational counselor for special populations may vary from school to school, even within a district. This is dependent upon funding and the needs of that particular school district at that time. Generally counselors of special populations are funded to work with students who are disadvantaged, though some may receive funding to provide services for "special needs" which could include both students with disadvantages and students with disabilities. The role of the vocational counselor for the development of this manual was based on the following survey conducted in the Fall of 1987.

VOCATIONAL SPECIAL NEEDS COUNSELOR SURVEY

A. Please respond to the following items:

1. Indicate number of students enrolled in your school _____.

2. It is an: AVTS _____ Comprehensive High School _____ Other _____.

3. Of the special needs students you expect to serve, estimate the number identified as handicapped, and the number identified as academically and/or economically disadvantaged:

   Handicapped _____ Disadvantaged _____ Total Number _____

4. Indicate the "position" of you direct supervisor (i.e., Principal, AVTS Director, etc.): _____

B. Please address the following questions/statements. (Please use additional paper if needed.)

1. How many years have you held your present job as a vocational special needs counselor? _____

2. What do you view as the major responsibilities of the vocational special needs counselor?

3. If you feel you are doing something that is outside your role/responsibility as a vocational special needs counselor, please state:

4. What are the major concern(s) you have in working with students who have special needs?

5. Please include information that you feel should be added to the role and responsibilities of the Vocational Special Needs Counselor that have not been addressed by this survey.

C. Please rate the following items in terms of your perception as (1) being an essential component of the Vocational Special Needs Counselor's responsibilities, and (2) as being an area you feel you could benefit from further training.

Use this scale: 5 Very High 4 High 3 Moderate 2 Low 1 Needed

		Essential Component	Further Training
1.	Provide information to handicapped and disadvantaged students and parents concerning vocational education opportunities.	5 4 3 2 1	5 4 3 2 1
2.	Coordinate with vocational instructors and special educators the process to be used when informing special needs students about prevocational and vocational skills.	5 4 3 2 1	5 4 3 2 1
3.	Provide information to your school, other sending schools and community about services the vocational program offers to special needs students.	5 4 3 2 1	5 4 3 2 1
4.	Assist with the development and/or implementation of the special needs students IEP/IVEP.	5 4 3 2 1	5 4 3 2 1
5.	Aid students and parents in understanding limitations when defining realistic goals and objectives.	5 4 3 2 1	5 4 3 2 1
6.	Work with vocational evaluators by consulting on cases, sharing information about students and exploring vocational program options, etc.	5 4 3 2 1	5 4 3 2 1
7.	Maintain rapport and communication with vocational and special education teachers and counselors to ensure a coordination of efforts.	5 4 3 2 1	5 4 3 2 1
8.	Develop referral procedures between the program areas and staff (evaluators, instructors, administrators, counselors, placement personnel, etc.).	5 4 3 2 1	5 4 3 2 1
9.	Assist with classroom management techniques.	5 4 3 2 1	5 4 3 2 1
10.	Conduct assessment of vocational interests, abilities, and special needs of handicapped students.	5 4 3 2 1	5 4 3 2 1
11.	Conduct assessment of vocational interests, abilities, and special needs of disadvantaged students.	5 4 3 2 1	5 4 3 2 1
12.	Utilize assessment results to make adaptations to curriculum, instruction, equipment, and facilities designed to meet the special needs students'requirements.	5 4 3 2 1	5 4 3 2 1
13.	Monitor special needs students progress in academic and/or vocational courses.	5 4 3 2 1	5 4 3 2 1
14.	Aid vocational teachers in task analyzing activities for special needsstudents.	5 4 3 2 1	5 4 3 2 1
15.	Observe student in a variety of settings.	5 4 3 2 1	5 4 3 2 1
16.	Provide special needs students with career planning and career awareness activities.	5 4 3 2 1	5 4 3 2 1
17.	Ensure a K-12 career development program for special needs students is in place.	5 4 3 2 1	5 4 3 2 1
18.	Facilitate the transition of special needs students by identifying post-school career and educational opportunities and referrals to other agencies.	5 4 3 2 1	5 4 3 2 1
19.	Cooperate with state and other agencies in planning, implementation, and evaluation of vocational programs for handicapped students.	5 4 3 2 1	5 4 3 2 1
20.	Assist in placing special needs students in employment.	5 4 3 2 1	5 4 3 2 1
21.	Act as an advocate for special needs students.	5 4 3 2 1	5 4 3 2 1
22.	Alert appropriate personnel of possible problems that may arise.	5 4 3 2 1	5 4 3 2 1
23.	Counsel students concerning personal, social or scholastic problems.	5 4 3 2 1	5 4 3 2 1
24.	Identify and recruit dropout special needs students for vocational training.	5 4 3 2 1	5 4 3 2 1
25.	Communicate with parents concerning progress or problems of student.	5 4 3 2 1	5 4 3 2 1
26.	Keep informed of relevant legislation, litigation, funding sources, etc.	5 4 3 2 1	5 4 3 2 1
27.	Assist in writing grants/funding proposals, etc.	5 4 3 2 1	5 4 3 2 1
28.	Conduct or provide inservice, needs assessment and training for staff.	5 4 3 2 1	5 4 3 2 1

	Essential Component	Further Training
29. Identify need for volunteers/paraprofessionals in vocational programs.	5 4 3 2 1	5 4 3 2 1
30. Recruit employees/staff and assist in training.	5 4 3 2 1	5 4 3 2 1
31. Plan community-based vocational training program.	5 4 3 2 1	5 4 3 2 1
32. Assist in vocational program evaluation follow-up studies.	5 4 3 2 1	5 4 3 2 1
33. Recommend vocational program modifications.	5 4 3 2 1	5 4 3 2 1
34. Conduct self-evaluation of counseling services for special needs students.	5 4 3 2 1	5 4 3 2 1
35. Facilitate the development of innovative programs to be provided by vocational special needs counselor.	5 4 3 2 1	5 4 3 2 1

Legislation

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LEGISLATION

CARL PERKINS ACT

The Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990
(Public Law 101-392)

This law protects students who are disadvantaged and disabled. The term "disadvantaged" refers to individuals (other than those with disabilities) who need special assistance to succeed in vocational education. This includes students with economic and academic disadvantages, migrants, LEP (students with limited English proficiency), dropouts, and potential dropouts. This provision of services occurs at the secondary and postsecondary levels and may encompass a variety of activities. This Act is focused on creating a quality workforce.

Purpose:

The purpose of the Act is to "make the United States more competitive in the world economy by developing more fully the academic and occupational skills of all segments of the population" (Sec. 2). This legislation encompasses a shift from a job-skills orientation to the broader purpose of learning/thinking skills through vocational education and linking thought with action (Wirt, 1991).

This purpose is to be "achieved through concentrating resources on improving educational programs leading to academic and occupational skill competencies needed to work in a technologically advanced society" (Section 2).

Special Populations:

The new Perkins Act provides "Assurances of Equal Access for Special Populations" (Section 118). The term "special populations" replaces the term "special needs students" and included individuals with disabilities, educationally and economically disadvantaged individuals, foster children, individuals in sex-equity programs, and individuals in correctional institutions.

These individuals must have equal access to all activities open to nonmembers of special populations, including:

- Recruitment, enrollment, and placement activities
- A full range of vocational education programs
- Occupationally specific courses of study
- Cooperative education and apprenticeships
- Career guidance and counseling services

Students shall not be discriminated against on the basis of their status as members of special populations.

Vocational Counselor for Special Populations

Students from special populations and their parents must be informed no later than the beginning of ninth grade of the vocational training options available to them:

- Opportunities available in vocational education
- Requirements for eligibility for enrollment in those programs
- Specific courses that are available
- Special services that are available
- Employment opportunities
- Placement

The information described above and assistance with admissions should be provided upon request.

To the extent practicable, information should be provided in a language and form the parents and students understand.

Assurances:

Students who are members of "special populations" must be assisted in entering vocational educational programs. Transitional services requirements must be fulfilled for students with disabilities. (Individuals with Disabilities Education Act - 1990)

Special needs must be assessed for students participating in programs receiving assistance under Title II. The assessment should be in regard to the student's successful completion of the vocational education program in the most integrated setting possible.

Supplementary services to students from special populations must be provided and include:

- Supportive personnel
- Curriculum modification
- Equipment modification
- Classroom modification
- Instructional aids and devices

Guidance, counseling, and career development must be provided by professionally trained counselors and teachers who are associated with providing special services like those listed.

Counseling and instruction must be provided in order to facilitate transition from school to post-school employment and career opportunities.

Measures of learning and competency gains (student progress in achievement of basic and advanced academic skills) and the assessment of special needs of students participating in vocational education regarding their success in the program.

Funding:

Funding for this Act is more narrowly focused. Funds may be used to improve vocational education programs in a limited number of sites and a limited number of program areas that offer FULL participation of individuals who are members of special populations. In addition, priority is given for funding to sites and programs that serve the HIGHEST CONCENTRATION of individuals who are members of special populations.

Funds must be used to provide vocational education programs that are of such size, scope, and quality to be effective, as well as to integrate academic and vocational education through coherent sequences of courses so that students achieve both academic and occupational competencies. In addition, funds must provide equitable participation in such programs for the special populations consistent with the assurances and requirements in section 118 of the Perkins Act.

"In carrying out the above provisions, funds can be used for the following:

- Upgrading curriculum;
- Purchase of equipment, including instructional aids;
- Inservice training of both vocational instructors and academic instructors working with vocational education students for integrating academic and vocational education;
- Guidance and counseling;
- Remedial courses;
- Adaptation of equipment;
- Tech Prep education programs;
- Supplementary services designed to meet the needs of special populations;
- A special populations coordinator paid in whole or in part who shall be a qualified counselor or teacher to ensure that individuals who are members of special populations are receiving adequate services and job skill training;
- Apprenticeship programs;
- Programs that are strongly tied to economic development efforts in the State;
- Programs which train adults and students for all aspects of the occupation, in which job openings or projects are available;

• Comprehensive mentor programs in institutions of higher education offering comprehensive programs in teacher preparation, which seek to fully use the skills and work experience of individuals currently or formerly employed in business and industry who are interested in becoming classroom instructors and to meet the need of vocational educators who wish to upgrade their teaching competencies; and

• Provision of education and training through arrangements with private vocational training institutions, private postsecondary educational institutions, employers, labor organizations, and joint labor-management apprenticeship programs whenever such institutions, employers, labor organizations, or programs can make a significant contribution to obtaining the objectives of the State plan" (Bicanich, 1990).

The formula for allocating funds to the secondary level will be based on three criteria. Seventy percent of the allocation will be based on the Chapter 1 funds of the district. Twenty percent will be based on the number of students with disabilities who have Individualized Education Plans (IEPs). Ten percent will be based on the number of students enrolled in school and adults enrolled in training programs. Postsecondary and adult program funding will be based on the number of Pell Grant recipients enrolled.

Integration of Academic and Vocational Education:

The 1990 Perkins Act also mandates that sites integrate vocational and academic competencies in order to ensure that all vocational education graduates are equipped with skills necessary for employment. Math, writing, reading, and science will be taught in vocational education programs, and academics will be taught using a more hands-on approach. The focus is on increasing vocational education's ability to enhance learning and thinking skills of all students.

Accountability:

This new legislation requires all states to develop a statewide system of core standards and measures of performance, including:

• Measures of learning and competency gains, including student progress in the achievement of basic and more advanced academic skills

• One or more measures of performance including:

1) Competency attainment;

2) Job or work skill attainment or enhancement including student progress in achieving occupational skills necessary to obtain employment in the field for which the student has been prepared, including occupational skills in the industry the student is preparing to enter;

3) Retention in school or completion of secondary school or its equivalent; and

4) Placement into additional training or education, military service, or employment (AVA Guide to the Perkins Act, 1990).

- Incentives or adjustments that are:

1) Designed to encourage service to targeted groups or special populations; and

2) For each student, consistent with the student's individualized education program (IEP) developed under section 614(a)(5) of the Education of the Handicapped Act, where appropriate.

- Procedures for using existing resources and methods developed in other programs receiving Federal assistance (AVA Guide to the Perkins Act, 1990)

Each vocational program must be evaluated annually.

Transition:

Transition services are mandated in Section 118.c. Counseling and instructional services designed to facilitate the transition from school to post-school employment and career opportunities must be provided. Eligible institutions must provide guidance, counseling, and career development services to facilitate transition for students with disabilities.

Collaboration:

Cooperation among agencies that serve the diverse needs of individuals with disabilities is mandated. "Vocational education planning for individuals with disabilities will be coordinated between appropriate representatives of vocational education, special education, and State vocational rehabilitation agencies" (Sec.118.a). Vocational educators, special educators, and vocational rehabilitation counselors must work together for vocational education planning as well as for monitoring vocational education for individuals with disabilities.

Monitoring Vocational Education for Individuals with Disabilities:

Provision of vocational education for individuals with disabilities must be monitored. "The provision of vocational education to each student with disabilities will be monitored to determine if such education is consistent with the individualized education program (IEP) developed for such a student under section 614(a)(5) of the Education of the Handicapped Act" (Section 118.a).

Monitoring for Other Special Populations:

The provision of vocational education will be monitored to ensure that students with disadvantages and students of limited English proficiency have access to such education in the most integrated setting possible; and the requirements of this Act relating to individuals who are members of special populations will be carried out under the general supervision of individuals in the appropriate State educational agency or State Board who are responsible for students who are members of special populations and will meet education standards of the State educational agency or State Board. (Section 118.a)

Tech Prep Education Programs:

To help build the quality workforce proposed by this Act, it mandated that Tech Prep programs be developed and operated. The law states Tech Prep programs shall:

> "consist of the 2 years of secondary school preceding graduation and 2 years of higher education, or an apprenticeship program of at least 2 years following secondary instruction, with a common core of required proficiency in mathematics, science, communications, and technologies designed to lead to an associate degree or certificate in a specific career field" (Section 344.a).

Vocational education teachers, counselors, and other educators should be provided with inservice training. Tech Prep education program curricula should be developed. Furthermore, individuals who are members of special populations should be provided equal access to the full range of technical preparation programs, including the development of Tech Prep education program services appropriate to the needs of such individuals. (Section 344[b][6])

SPECIAL EDUCATION LEGISLATION

Individuals with Disabilities Education Act (I.D.E.A.)
(Public Law 101-476, amends P.L. 94-142) - 1990

- Ensures that a free, appropriate education will be made available to all children with disabilities;
- Assists state and local education agencies in providing this education; and
- Assesses the effectiveness of these educational efforts;
- Provides children with disabilities and their parents with the assurances of due process.
- Guarantees:

    1) Due process
    2) Confidentiality and recordkeeping

3) Least restrictive environment
4) Appropriate planning
5) Nondiscriminatory assessment
6) Services for ages 5-21
7) Individualization
8) Appointment of parent surrogate, if necessary
9) Children in private settings will receive services

• Mandates transition services for students with disabilities. I.D.E.A. defines transition services as:

> "...a coordinated set of activities for a student, designed within an outcome-oriented process, that promotes movement from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation."

• States that the IEP must include:

> "a statement of the needed transition services for students beginning no later than age 16 and annually thereafter (and, when determined appropriate for the individual, beginning at age 14 or younger), including, when appropriate, a statement of the interagency responsibilities or linkages (or both) before the student leaves the school setting."

This change in legislation now requires the educational planning team to look beyond annual goals and determine long-range goals and activities which must take place to ensure that needed services and supports are intact for students in their adult life. Vocational educators can plan an important role in preparing students for life after graduation. They can greatly enhance the strengths and minimize the concerns of students who have been involved in vocational programs.

Important changes according to I.D.E.A.:

Person first language - ex. "student with learning disabilities" rather than "learning-disabled student."

The term "individual with a disability" is used to replace the term "handicapped person."

Traumatic Brain Injury and Autism are two new categories of disabilities included under this new law.

Rehabilitation Counseling and Social Work Services are eligible related services supported by I.D.E.A.

A new emphasis on long-range transition goals and objectives, intended to ready students for adult roles.

I.D.E.A. supports the coordination of services required under Carl Perkins and mandates coordination and interaction between vocational education, special education, vocational rehabilitation, and social service agencies.

I.D.E.A. authorizes federal funding (provided through competitive grants) for school districts to coordinate with mental health agencies to provide services for children with serious emotional disturbances (Bulletin, Fall 1991).

IEP's required by PL 94-142 must now also include: a statement of needed transition services and if appropriate, a statement of interagency responsibilities. When participating agencies fail to provide agreed-upon transition services, the IEP team will reconvene to develop alternative strategies to meet the transition objectives.

Assistive devices and technological services must be provided for any student who needs such services in order to receive a free, appropriate education.

Multiple transitions must be addressed; for example, from medical care to school, between residential and community placements, between separate and regular classroom settings.

I.D.E.A. requires that schools notify parents of a proposed change in a child's educational placement, and that the child be kept in the existing program pending any appeals.

CIVIL RIGHTS LEGISLATION FOR INDIVIDUALS WITH DISABILITIES

The Americans with Disabilities Act of 1990 (ADA)
P.L. 101-336

This Act is considered the Civil Rights Bill for people with disabilities.

ADA is designed to provide consistent, enforceable protections from discrimination against individuals with disabilities, similar to those provided on the basis of sex, race, national origin, age, and religion.

ADA defines individuals as "disabled" if:

- They have a physical or mental impairment that substantially limits one or more of their major life activities (walking, talking, breathing, working);
- They have a record or history of such an impairment and are discriminated against because of it; or
- They are regarded by others as having such an impairment and are discriminated against because of it.

This protection includes:

- HIV-positive individuals
- People with AIDS
- Individuals with sensory problems
- Individuals with walking or breathing difficulties
- Individuals with mental disabilities
- Individuals with contagious diseases
- Able-bodied people who are in a relationship with a disabled individual

ADA guarantees equal opportunity for individuals with disabilities in five major areas:

- Public accommodations/services operated by private entities: Businesses and services used daily by the public, including schools, cannot exclude persons with disabilities. New buildings must be accessible to people with disabilities, and existing facilities must remove barriers if the removal is "readily achievable" (easily accomplished).
- Transportation: New public transit vehicles and private transit providers (buses and rails) must be accessible to individuals with disabilities.
- Public services: State and local government operations, including schools, may not discriminate against qualified individuals with disabilities. In addition, public facilities, services, and communications must be accessible to individuals with disabilities.
- Telecommunications: Any company offering telephone access to the general public (e.g., airports, hotels, and other businesses) must offer telephone relay service to individuals who use telecommunications devices for the deaf. This service must be available 24 hours a day, 7 days a week at regular rates by July 26, 1993 (Council for Exceptional Children, 1990).

- Employment: Employers may not refuse to hire or promote a "qualified" (able to perform the essential functions of the job) person with a disability. Employers must also make "reasonable accommodations" for individuals with disabilities (ones that do not impose undue hardship on the operation of the business). Appropriate accommodations should be requested by the prospective employee and agreed upon through collaboration with the employer.

Implications for Transitioning Students:

Students should be aware of their rights under ADA so that they know when their rights are being violated.

Students interviewing for a job should obtain a description of the essential functions of the job prior to the job interview. This will help them prepare for discussing what "reasonable accommodations" might be needed. Employers are required to provide this job description to prospective employees.

Students should be prepared to discuss their disabilities in connection with job performance. Employers cannot directly ask if they have a disability, but will probably ask about strengths and limitations related to the prospective job.

Students should be familiar with the types of reasonable accommodations that may be needed to help them perform the essential functions of the job.

The Rehabilitation Act of 1973
P.L. 93-112

This Act provides the civil rights legislation necessary to enforce the provision of the two education acts. Section 504 describes the framework within which students with disabilities and their parents can initiate a complaint against a school for discrimination. If discrimination charges are found to be valid, federal funds can be withheld. This includes colleges and universities, vocational programs, governments, places of employment, hospitals and clinics, and any public or private group which receives financial assistance from federal government.

Section 502 - Accessibility Legislation

Emphasizes expanding the freedom of individuals with disabilities through removal of architectural barriers and difficulties with transportation to work. Provides for federally funded buildings and activities to be accessible to all people with disabilities.

Section 503 - Affirmative Action Legislation

Requires that every employer doing business with the federal government under a contract for more than $2,500 take affirmative action to recruit, hire, train, and promote individuals with disabilities. Those agencies holding contracts of $50,000 or more and having at least 50 employees are required to develop and maintain an affirmative action program which sets forth policies and practices regarding employees with disabilities.

Section 504 - Nondiscriminatory Legislation

> "No otherwise qualified handicapped person in the United States...shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." This includes the availability of free, appropriate, nondiscriminatory public education, including postsecondary education.

Section 504 also prohibits discrimination in recruitment, testing, admissions, and services. However, a postsecondary institution does not have to make all classroom buildings physically accessible if provisions are made that open all programs to students with disabilities. Auxiliary aids and adaptive devices can be provided by Vocational Rehabilitation or a charitable group, but may be the responsibility of the institution.

The Rehabilitation Act of 1973 as amended defines the term "individual with severe handicaps" as a person:

> "(i) who has a severe physical or mental disability which seriously limits one or more functional capacities (such as mobility, communication, self-care, self-direction, interpersonal skills, work tolerance, or work skills) in terms of employability;
>
> (ii) whose vocational rehabilitation can be expected to require multiple vocational rehabilitation services over an extended period of time; and
>
> (iii) who has one or more physical or mental disabilities resulting from amputation, arthritis, autism, blindness, burn injury, cancer, cerebral palsy, cystic fibrosis, deafness, head injury, heart disease, hemiplegia, hemophilia, respiratory or pulmonary dysfunction, mental retardation, mental illness, multiple sclerosis, muscular dystrophy, musculoskeletal disorders, neurological disorders (including stroke and epilepsy), paraplegia, quadriplegia, and other spinal cord conditions, sickle cell anemia, specific learning disability, end-stage renal disease, or another disability or combination of disabilities determined on the basis of an evaluation of rehabilitation potential to cause comparable substantial functional limitation." (Gettings & Katz, 1988, p. 141)

The 1983 Amendments (P.L. 98-221) to the Rehabilitation Act authorized demonstration projects to provide transition from school to work for youth with disabilities.

The 1986 Amendments (P.L. 99-506) required states to plan with clients for transition from school to work and provided financial support for training and placement of persons with disabilities into supported and competitive employment. This was to be accomplished through state Vocational Rehabilitation services: diagnosis, evaluation, counseling, referral, placement, and medical care including artificial limbs, wheelchairs, or other special devices. Vocational training including cost of tuition was also included (Missouri Protection and Advocacy Services, 1990). In addition, the Amendments ensure access to computers and other electronic equipment in places of federal employment. Services for persons with disabilities so severe as to limit employment are to receive comprehensive services for independent living including housing, transportation, and health maintenance among other services (Gettings & Katz, 1988).

The Rehabilitation Act is currently being reauthorized to initiate changes and establish levels of funding.

OTHER RELEVANT LEGISLATION

Job Training Partnership Act (JTPA)
P.L. 97-300 - 1982

JTPA authorized programs which prepare unskilled adults and youth for productive employment. It gives training to people with limited income or facing serious barriers to employment. The Act also provides for employment and training for permanently laid-off and older workers. State and local governments have the primary responsibility for administration of job training programs and administration under JTPA.

JTPA funds education, on-the-job training, and referral and counseling services designed for transition of economically disadvantages persons into the work force through joint public-private sector initiatives using Private Industry Councils (PICs). Though not specifically created for individuals with disabilities, JTPA programs often serve this individual also.

JTPA mandates interagency cooperation and the integration of business/industry with agencies serving unemployed persons. PICs, composed of private and public sector representatives, have been developed in 15 regions of Missouri. These councils are within Service Delivery Areas (SDAs) and are empowered to use federal funds for programs leading to employment.

The Senate will soon vote on JTPA amendments that would split the current block grant program into separate year-round projects for youths and adults. The House and Senate have similar bills which are expected to be merged.

The President is expected to sign the final compromise bill; however, changes would not take place until January, 1993. (Vocational Training News, 4/16/92)

The Developmental Disabilities and Bill of Rights Act Amendments of 1990 - 101-496

This Act places higher priority on employment-related services and a lower priority on social-development services for persons with developmental disabilities.

Developmental disability is defined as:

- A severe, chronic disability
- Attributable to mental or physical impairment
- Manifested before age 22 and
- Likely to continue indefinitely,
- Resulting in substantial functional limitations in 3 or more major life activities:

    1) Self-care
    2) Receptive/expressive language
    3) Learning
    4) Mobility
    5) Self-direction
    6) Capacity for independent living
    7) Economic sufficiency

- Reflecting need for special lifelong care or treatment, individually planned and coordinated

This definition includes persons with:

- Mental retardation
- Autism
- Cerebral palsy
- Epilepsy
- Head injury
- Learning disability related to brain dysfunction

The Act makes it possible for youth with severe disabilities to pursue competitive employment goals by authorizing grants to support the planning, coordination, and delivery of specialized services to persons with developmental disabilities. The Act also mandates the establishment and operation of a federal interagency committee to plan for and coordinate activities related to persons with developmental disabilities. This law further requires states to set up protection and advocacy systems for persons with developmental disabilities (Horne, 1991).

Fair Labor Standards Act (FLSA)
P.L. 99-486 - 1986

- Sets wage, hour and employment standards that impact most American workers, including young people.

- Has significance for school-based vocational training programs for students with special needs.

- Includes safeguards for persons employed in sheltered workshops and similar sites for persons with physical and mental disabilities.

- Establishes the difference between an employer/employee relationship in which an employee MUST be paid and an employer/trainee relationship in which the trainee does NOT have to be paid.

- The following six criteria must be met in order to establish a nonpaid, employer/trainee relationship:

  1) The training must be similar to what would be given in a vocational school.

  2) The training is for the benefit of the student-trainees.

  3) The student-trainees do not displace regular employees, but work under their observation.

  4) The employer providing the training derives no immediate advantage from the activities of the student-trainees.

  5) The student-trainees are not necessarily entitled to a job when their training is completed.

  6) The employer and the student-trainees understand that the trainees are not entitled to wages for the training time.

All six criteria must be met in order for a "training" situation to exist.

Resources

National Level:

President's Committee on Employment
of Persons with Disabilities
1111 20th Street, NW
Washington, D.C. 20036
(202) 653-5044

U.S. Architectural and Transportation
Barriers Compliance Board
1111 18th Street, NW
Washington, D.C. 20036-3894
1-800-USA-ABLE (Voice or TDD)

U.S. Senate Subcommittee on
Disability Policy
113 Senate Hart Office Building
Washington, D.C. 20510
(202) 224-6265

American Vocational Association (AVA)
Publications
1410 King Street
Alexandria, VA 22314
(904) 336-2740

National Information Center for Children
and Youth with Disabilities (NICHCY)
P.O. Box 1492
Washington, D.C. 20013
1-800-999-5599

Regional Civil Rights Director
Office of Civil Rights, Region VII
P.O. Box 901381
Kansas City, MO 64190-1381
(816) 891-8026

For any number in the federal government:
Capitol information operator (202) 224-3121

For any question regarding legislation: (202) 225-1772

U.S. Department of Justice
Civil Right Division
Coordination and Review Section
P.O. Box 66118
Washington, D.C. 20035-6118
(202) 514-0301
(202) 514-1381 (TDD)

For special versions of GED tests:
American Council on Education
GED Testing Service
One Dupont Circle NW
Washington, D.C. 20036-1163
(202) 939-9365

Office on the ADA
Civil Rights Division
U.S. Department of Justice
P.O. Box 66118
Washington, D.C. 20035-6118
(202) 514-0301

HEATH Resource Center
One Dupont Circle Suite 800
Washington, D.C. 20036-1193
1-800-544-3284
(202) 939-9320

The Council for Exceptional Children
(CEC)
1920 Association Drive
Reston, VA 22091
(703) 620-3660

For a copy of any bill or law: U.S. Senate Document Room
(202) 224-7860
U.S. House of Representative Document Room
(202) 225-3456

For information regulation for a law: Call the government department which is sponsoring or administrating a particular law -for example, I.D.E.A.-P.L. 101-476, U.S. Dept. of Ed. (202) 401-0765

Division of Regulation Management: (202) 401-2884

State Level:

Missouri Protection and Advocacy Services
925 South Country Club Drive, B-1
Jefferson City, MO 65109
(314) 893-3333 or 1-800-391-8667

Missouri Vocational Special Needs Association (MVSNA)
101 Madison
Jefferson City, MO 65101

MPACT (Missouri Parents Act, Inc.)
1722 West South Glenstone
Suite 125
Springfield, MO 65804
(417) 882-7434 or 1-800-666-7228

Divisiona of Vocational Rehabilitation
2401 East McCarty Street
Jefferson City, MO 65102
(314) 751-3251

Disability Determinations Section
2401 East McCarty Street
Jefferson City, MO 65201
(314) 751-2890

Department of Elementary and Secondary Education (DESE)
P.O. Box 480
Jefferson City, MO 65102
(314) 751-4212

Department of Mental Health
1706 East Elm Street
Jefferson City, MO 65101
Office of Administration
(314) 751-4055
Legislative Liaison
(314) 751-2881
Division of Mental Retardation and Developmental Disabilities
(314) 751-4054
Division of Comprehensive Psychiatric Services
(314) 751-5212

Missouri LINC
401 E. Steward Rd.
University of Missouri
Columbia, MO 65211
(314) 882-2733 or
1-800-392-0533 (Missouri only)

For ADA technical assistance:
4816 Santana Circle
Columbia, MO 65203
(314) 882-3600
1-800-359-9590

Counseling and Advocacy

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COUNSELING AND ADVOCACY

Overview

The vocational counselor for special populations provides guidance and counseling services that are necessary to enhance the abilities of students from special populations to succeed in vocational programs. This section of the manual, "Counseling and Advocacy," describes some of the counseling services which might be provided to students from special populations. These services include individual and group counseling regarding personal, social, educational, and career issues. Student advocacy is also an important role of the counselor for special populations, in order to ensure that the rights of every student from a special population are recognized and respected.

How Can the Vocational Counselor For Special Populations Best Serve as an Advocate for Students from Special Populations?

Guidance and counseling services are necessary to enhance the abilities of students from special populations to succeed in vocational education programs. The role of the counselor for special populations will vary from one local education agency (LEA) to another. The Carl D. Perkins Vocational and Applied Technology Education Act addresses the following services and activities for students from special populations.

Each student from a special population who enrolls in vocational education programs shall receive:

- Assessment of the interests, abilities and special needs of each student with respect to successfully completing the vocational education program;
- Special services, including adaptation of curriculum, and instruction,
- Equipment and facilities designed to meet the needs described in above clause;
- Guidance, counseling, and career development activities conducted by professionally trained counselors who are associated with the provision of such special services; and
- Counseling services designed to facilitate the transition from school to post-school employment and career opportunities.

What Are Some Suggestions for Counseling the Student Regarding Personal, Social or Scholastic Problems?

The following is a list of suggested activities that might be helpful in offering counseling services for students from special populations.

- Assist in student evaluation and assessment for program placement.
- Hold regular conferences with appropriate teachers to discuss student progress, learning, and study needs.
- Conduct staff development.
- Work with classroom aides who serve students from special populations in vocational shops and labs.
- Coordinate the linkage between prevocational and vocational training.
- Conduct group support sessions.

- Assist vocational teachers in modifying, revising, and implementing instructional methods based on individual learning style(s).

- Monitor student attendance.

- Serve as a liaison to outside service agencies for students.

- Help prepare the vocational component of the IEP or IVEP when student assessment indicates the need for modifications and/or adaptations.

- Assist in developing behavioral treatment strategies.

- Interview and discuss with students attitudes toward disabilities, expectations about vocational training and work, and their personal and social development.

When and How Should the Vocational Counselor Communicate with Parents Concerning Progress Or Problems of Students from Special Populations?

Parents of students who are members of special populations should be invited and encouraged to actively participate in the educational process of their child. Parental involvement evokes commitment and cooperation between school and parent. The vocational counselor for special populations can enhance the relationship between the school and parents through effective communication and consultative services.

Communication with parents occurs in a variety of forms including telephone calls, written messages, progress reports, and parent conferences. Successful parent contact is enhanced when (a) the counselor has an awareness and understanding of the unique perceptions and characteristics of the students and their parents; (b) the counselor promotes parents' active involvement in the decision-making process; and (c) the counselor promotes open exchange of ideas and information (Rotatori, Gerber, Litton, & Fox, 1986).

The counselor should be aware of the emotional needs of parents and be aware that parents experience several stages in the process of adjustment to and coping with a child who is disabled. Descriptions of these sequential steps usually include stages similar to the following: (a) shock, (b) denial, (c) guilt and anger, (d) bargaining, (e) depression, and (f) acceptance. This knowledge can help counselors react sensitively to the feelings being experienced by parents (Rotatori et. al., 1986).

Other ideas for working with parents include:

- Share counseling skills with parents. Teach them to use some counseling techniques to encourage communication with their children.

- Participate in or begin parent support groups.

- Contact parents with positive comments about the student.

- Call the parents of new students to offer your assistance.

- Mail a list of services the counselor provides to the parents.

- Share information with parents regarding career development, self-awareness, interpersonal skills, and decision-making for students from special populations.

- Provide information to parents regarding post-high school opportunities and financial aid through grants and scholarships.

- Communicate to parents information regarding financial and vocational assistance through service agencies such as Division of Vocational Rehabilitation, Division of Family Services, and employment and training programs.

When Should the Vocational Counselor for Special Populations Refer a Student for Services Outside of School?

Referral is simply defined as the act of transferring an individual to another person or agency either within or outside the school. Personnel or agencies outside of school are utilized because they provide some form of specialized assistance not available from the original counselor or within the school setting. Referrals are often made in the following classifications: (1) psychological, (2) physiological or health, (3) social, (4) financial, (5) educational/vocational, and (6) growth and actualization.

Referral decisions are complex and each should be the subject of a case conference with the director of guidance and/or principal and director of special services (if appropriate). Effective referral requires (1) judgment to analyze need and type of service required, (2) knowledge of available specialists, services, and agency personnel, and (3) skill in assisting students and their families to utilize referral services.

The primary considerations in the referral process for counselors of special populations are as follows: (1) information on the needs of the student and its validity, (2) data which could be obtained from other teachers or support personnel, (3) remedial or preventative treatment indicated and how these services can be rendered, and (4) the time factor in the provision of services.

These considerations require an adequate understanding of the situation before processing a referral. It is important to know the context or life situation within which the problem exists. Consideration should be given as to how a particular problem or need relates to other aspects of the student's life. The quest for additional information prompts contacts with other staff members for the purpose of providing a means of evaluating all available information. It is in accordance with ethical standards for the counselor for special populations to discuss the situation with other professional persons on the staff of the institution.

After consultation with the appropriate colleague or administrative personnel, discussion with students and parents is the next step. It is imperative that the counselor be fully knowledgeable of potential credible referral sources.

Involvement of parents as soon as possible without violating ethical responsibilities to the student is essential. Many agencies require parental cooperation before treating children. It is important to have the knowledge, consent, and cooperation of parents prior to making a referral to a community agency.

When Should the Vocational Counselor for Special Populations Alert Appropriate Personnel of Possible Problems that Might Arise When Working with Students?

A counselor for special populations must use his/her professional judgment in deciding what information regarding a student is appropriate to share with other educators. Communication between educators working with students from special populations is crucial to meet the needs of the student. Assessment data and past achievement records may be available in the student's school records. However, more sensitive information may not be a matter of record but still might be helpful for other school personnel to know. Permission to share this information should be obtained from the student unless it is a life threatening situation. It is the belief of some counselors that if a student threatens his/her own life or the life of another individual confidentiality must be adapted to fit the situation and the best interest of the student. This should be thoroughly discussed with the student early in individual counseling sessions if possible. If not, the counselor's plan of action and reason for that action should be explained to the student at the time of disclosure.

What are Some Suggested Methods of Identifying Students Who Are At Risk?

The following are some of the characteristics of students who were at risk as found by research studies:

- Individuals who are identified as potential dropouts;
- Either parent or appropriate aged sibling has not received a high school diploma;
- Individuals age 16-21 who have dropped out of school;
- Individuals who are unlikely to complete a course of study which results in a sufficient number of credits to meet school graduation requirements;
- Students who have scored below the 25th percentile on a standardized achievement or aptitude test;
- Students whose school grades are below a 2.00 on a 4.00 scale;
- Students who have failed one or more grades;

- Students who have an absentee rate of ten (10) or more days per year or five (5) or more days in the preceding semester;

- Students who have a reading and/or math grade equivalency at least one year below current grade placement;

- Students currently enrolled in a vocational education program who have been identified as lacking certain basic skills;

- Students who require more time to achieve than the traditional classroom allows;

- Individuals who qualify as economically disadvantaged under the Carl D. Perkins Vocational and Applied Technology Education Act guidelines or JTPA guidelines; and

- Individuals who qualify as being limited English proficient. (Those not born in the United States or whose native language is a language other than English and who have sufficient difficulty speaking, reading, writing or understanding the English language to deny such individuals the opportunity to learn successfully in classrooms where the language of instruction is English.)

What are the Vocational Counselor's Responsibilities to Students from Special Populations Not Entering Vocational Programs?

The roles and responsibilities of the vocational counselor for special populations vary according to the school district where the counselor is employed and the funding sources on which the counselor's salary is based. Because of the unique and broad abilities, aptitudes, and aspirations of students from special populations appropriate academic placements vary from student to student. While vocational education may be the appropriate program placement for many students, it is very important not to stereotype all students from special populations. Only through evaluation and assessment can decisions be made on the appropriate academic or vocational program placement.

How Can the Vocational Counselor for Special Populations Complement Other Counselors in the System?

Cooperation and communication with all counselors in the school system are essential for the continuity of services for all students. The vocational counselor serving special populations must work with the comprehensive secondary school counselor and the vocational school counselor. A good working relationship with these individuals leads to a consistent and effective guidance and counseling program for students. Organization and discussion of individual responsibilities and case load management is necessary for definition and clarification of job expectations and performance.

How Can Vocational Counselors Serving Special Populations Assist With the Integration of Academics and Vocational Education?

The Act requires that funds be used to provide vocational education programs that integrate academic and vocational education. It is recommended that this be done through the provision of coherent sequences of courses or instruction which allow students to achieve both academic and occupational competencies.

The vocational counselor for special populations could make recommendations to curriculum development teams or curriculum specialists to advocate inclusion of such courses. Once in place, the counselor could make sure that students who are members of special populations are encouraged to fully participate. Special effort could be made to recruit these students for enrollment. Examples of courses which could be recommended for this purpose include principles of technology, applied communication, applied mathematics, applied biology/chemistry and many others.

What are the Current Counseling Certification Requirements?

Secondary Counselor's Certificate (Grades 7-12) requirements effective September 1, 1988, are listed below.

I. Initial Certificate

A secondary counselor's professional certificate, valid for a period of five years from the effective date on the certificate, will be issued to those persons meeting the following requirements:

A. A valid Missouri teaching certificate (elementary or secondary) as required to teach in the public schools of Missouri.

B. A minimum of two years approved teaching experience.

C. Completion of a course in psychology and education of the exceptional child for two or more semester hours.

D. Completion of a master's degree with a major emphasis in guidance and counseling from a college or university meeting the approval of the Missouri Department of Elementary and Secondary Education.

E. One year of accumulated paid employment (**other than teaching or counseling**).

F. Recommendation for certification from the designated official of a college or university approved to train secondary school counselors by the Missouri Department of Elementary and Secondary Education based upon the completion of a planned program of at least 24 semester hours of approved graduate credit in courses in guidance and counseling with at least 12 semester hours focused upon guidance and counseling in the secondary schools.

1. Successfully completed one course in each of the following areas:

   • Orientation to Personal and Professional Development in Counseling

   • Foundations of Secondary and Elementary School Guidance

   • Theories and Techniques of Secondary and Elementary School Counseling

   • Practicum in Counseling

   (Each area listed above must be a separate graduate course of at least three semester hours.)

2. Supervised Practice in a Secondary School Guidance Program for at least three semester hours.

3. Knowledge and/or competency in each of the following areas:

   • Theories of human development

   • Theories of learning

   • Theories of personality

   • Theories of career development

   • Assessment materials and techniques

   • Administration and interpretation of individual intelligence tests

   • Analysis of school learning problems and school adjustment

   • Utilization of information services and community resources

   • Research methods and statistics

   • Consulting with parents and staff

- Development of positive mental health in the school environment
- Process of staffing with other professionals to develop instructional strategies
- Program development including needs assessment, implementation, evaluation
- Time management with attention to priority setting for goals and objectives
- Professional organizations and ethical standards

II. Renewal Certificate

The secondary counselor's certificate may be renewed each five years by persons meeting the following requirements:

A. Two years experience in counseling at the secondary level during the previous five years.

B. Completion of a Professional Development Program approved by the Missouri Department of Elementary and Secondary Education which includes the following:

1. A minimum of six semester hours of graduate credit appropriate for secondary counselors; or

   A planned professional development program approved by the Commissioner of Education equivalent to six semester hours of college credit.

2. At least three (3) professional workshops/seminars totaling 15 clock hours and appropriate for secondary counselors which have been approved by the Missouri Department of Elementary and Secondary Education.

Persons who do not meet the above requirements for renewal of their certificate shall complete a Professional Development Plan approved by the Commissioner of Education which includes graduate courses and/or professional development activities equivalent to eight semester hours of graduate credit.

Counselor's Advanced Certificate requirements effective September 1, 1988, are listed below.

I. Initial Certificate

Vocational Counselor for Special Populations

A school counselor's advanced certificate, valid for a period of ten years from the effective date on the certificate, will be issued to those persons meeting the following requirements:

A. Completion of the requirements listed under the initial Elementary or Secondary Counselor's Certificate.

B. Recommendations for certification from the designated official of college or university with an approved program.

C. Completion of a planned program of at least 30 semester hours of graduate credit culminating in a specialist or doctoral degree with a major emphasis in guidance and counseling from an NCATE and/or Missouri Department of Elementary and Secondary Education approved program that includes the following:

1. Successfully completed one course in each of the following areas:

- Advanced Theories and Techniques of Counseling
- Advanced Practicum
- Practicum in Group Counseling
- Advanced Educational and Psychological Assessment
- Advanced Research and Statistics

2. Knowledge and/or competency in each of the following areas:

- Intervention skills to provide preventive and remedial activities for growth and development of students
- Systems theory relating to family, school, and community
- Leadership skills
- Facilities, equipment, and funding for guidance programs
- Public relations
- Legal rights and laws relating to guidance programs

II. Renewal of Certificate

The school counselor advanced certificate may be renewed for ten years by persons meeting the following requirements:

A. A minimum of five years experience in school counseling during the previous ten years.

B. Completion of a Professional Development Agreement approved by the Missouri Department of Elementary and Secondary Education which would include at least three of the following:

1. Annual membership in a state or national school counseling professional organization while serving as a school counselor.

2. Participation in at least five annual meetings sponsored by state, regional (meetings encompassing two or more states), or national professional education organizations.

3. Participation in workshops and/or seminars on school counseling and related educational issues totaling at least 60 clock hours which have been approved by the Missouri Department of Elementary and Secondary Education (credit workshops and seminars counted under point (5) cannot be included).

4. Participation in activities such as work experiences related to professional growth, conducting workshops, independent research, evaluation team projects, and volunteer work in social agencies totaling at least 60 clock hours which have been approved by the Missouri Department of Elementary and Secondary Education.

5. Completion of at least six semester hours of graduate courses related to the individual's professional counseling assignment.

Persons who do not meet the above requirements for renewal of their certificate shall complete a Professional Development Plan approved by the Commissioner of Education which includes graduate courses and/or professional development activities equivalent to eight semester hours of graduate credit.

Resources

- Identification/Screening Form for High Risk Students
- Suggested Readings and Resources in Counseling

CANDIDATE MAY BE ELIGIBLE FOR:
___ JTPA ___ PERKINS ___ OTHER

IDENTIFICATION/SCREENING FOR HIGH RISK STUDENTS

I. STUDENT NAME _____ YEAR _____ AGE _____

ADDRESS _____ PHONE _____

PARENT'S NAME(S) _____ PHONE _____

PLACE OF EMPLOYMENT (FATHER) _____ PHONE _____

PLACE OF EMPLOYMENT (MOTHER) _____ PHONE _____

II. PROGRAM ELIGIBILITY SCREENING

Carl D. Perkins	JTPA	OTHER
___ Free/Reduced Lunch	___ Free/Reduced Lunch	___ Dropout
___ GPA less than 2.0 on a 4.0	___ AFDC	OR
___ Scores below 25th percentile on a standardized achievement test	___ Food Stamps	Need 3 of 6:
___ Limited English Proficiency (LEP)	___ Ward of Court	___ High absenteeism
		___ Reading 1 year behind grade placement
		___ Below 25th percentile
		___ Parent or sibling does not have diploma
		___ Less than 2.0 on a 4.0
		___ Over age for grade level

III. CHECKLIST OF HIGH-RISK INDICATORS (Check all that apply):

___ Economically Deprived
___ Handicapped (Mental/Physical)
___ Lack of Interest
___ Lack of Motivation
___ Poor Grades
___ Substance Abuse Problems
___ Family Problems
___ Health Problems
___ Single Parent Home
___ Excessive Absences
___ Poor Self-Concept
___ Problems with Teacher or Principal
___ Discipline Problems
___ Below Norm on Standard Tests
___ Poor Auditory Skills
___ Financial Problem
___ Overage for Grade Placement
___ Retained
___ Poor Visual/Motor Skills
___ Poor Language/Speech Development
___ Low Ability Level
___ Low Performance Level
___ Frequent Family Moves
___ Pregnant
___ Married
___ Teenage Mother
___ Clothing Needs
___ Dislikes School
___ Alienated from School Environment
___ Poor Interpersonal Relationships
___ No Co–Curricular Interests
___ Failure on Competency Test
___ Other _____
_____
_____

IV. POSSIBLE INTERVENTIONS NEEDED:

___ Assessment/Evaluation
___ Basic Skills Instruction
___ Tutoring
___ Vocational Awareness
___ Personal Development
___ Employability Skills
___ GED Preparation
___ C.O.E./Work Experience
___ Vocational Skill Training
___ Job Placement Services
___ Individual Counseling
___ Group Counseling
___ Attendance Monitoring
___ Home Visit
___ Parent Conference
___ Behavioral Contract
___ Special Jobs, Privileges and Recognition
___ Classroom Observation
___ Community Resources
___ Referral to _____
___ Other _____
_____

V. STUDENT DATA

	Times	Days
1. Number of times/days suspended		
A. In–school	_____	_____
B. Out–of–school	_____	_____

2. Number of days absent this year? _____
Number of days absent last year? _____

3. Number of retentions in school history: _____ Grades: _____

4. Achievement Test scores:

   A. Test title: _____
      1. Raw score: _____
      2. Percentile score: _____
      3. Reading: _____ Math: _____

   B. Test title: _____
      1. Raw score: _____
      2. Percentile score: _____
      3. Reading: _____ Math: _____

5. A. Academic credits: possible to date _____ # earned _____

   B. Academic credit deficits: Subject area(s): _____

6. GPA to date _____.

VI. Dropouts (complete if applicable):

1. Date dropped from school: _____

   A. Reason(s) for dropping out of school (please check):

   ___ Health Problems
   ___ Pregnancy
   ___ Marriage
   ___ Choice of work over school
   ___ Substance Abuse
   ___ Employment necessary
   ___ Unstable home environment
   ___ Academic Problems
   ___ Discipline Problems
   ___ Attendance Problems
   ___ School not meeting needs
   ___ Expulsion
   ___ Reason Unknown
   ___ Other _____

   Has this student dropped out of school in any previous year? _____

   B. Immediate plans after leaving school:

   ___ Community College
   ___ Military
   ___ Vocational School
   ___ Work
   ___ Apprenticing
   ___ Job Corps
   ___ None
   ___ Other _____

Completed by: _____

Agency/School: _____

Date: _____ Phone: _____

Suggested Readings and Resources in Counseling Students with Special Needs

Brolin, D. (1985). *Life centered career education: A competency based approach*. Reston, VA: The Council for Exceptional Children.

Canfield, J., & Wells, H. (1981). *100 ways to enhance self-concept in the classroom*. Englewood Cliffs, NJ: Prentice-Hall.

Hughey, J., & Ferrugia, T. (1987). *Guidance activities for special needs students*. Columbia, MO: Instructional Materials Laboratory.

Myrick, R., & Erney, T. (1979). *Youth healing youth: A handbook for training peer facilitators*. Minneapolis, MN: Educational Media.

Rotatori, A., Gerber, P., Litton, F., & Fox, R. (1986). *Counseling exceptional students*. New York: Human Sciences

Sarkees, M., & Scott, J. (1985). *Vocational special needs* (2nd ed.). Alsip, IL: American Technical.

Program Development

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PROGRAM DEVELOPMENT

Overview

The vocational counselor for special populations will be called upon to serve as a facilitator for programs and program enhancement. In that role, the counselor for special populations may be asked to evaluate programs, investigate sources of funds for new options, conduct follow-up studies, provide for inservice and training of staff, and plan community-based vocational training programs. All of these tasks are extremely important to the success of the individual student from a special population in vocational programs. Thus, the counselor for special populations plays a vital role in the outcome of the education afforded each of these students. This section of the manual examines the options regarding each of the above mentioned issued.

How Might the Vocational Counselor for Special Populations Facilitate the Development of Innovative Programs and Evaluate Current Services?

The growth of a program to meet the needs of the individuals within that program is very important. As a vocational counselor for special populations, it will be important to update and upgrade programs and services from time to time. This should be an on-going process which may be facilitated in a number of ways, for example:

- Set goals and objectives for each year and each quarter. Assess which goals are being reached on a quarterly basis. Then compare the reasons why some are not being met. Are there new needs within the scope of work? Does more time need to be spent on current concerns? At what time of the year can each of the needs best be met?

- Monthly objectives should include providing some contact with each student to be served. Check records to assure all students are being contacted at least monthly.

- Maintain accurate records of each activity conducted by the counselor for special populations. Determine effectiveness of each of these through evaluations. Evaluations may come from counselors, parents, administrators, instructors, or students themselves. It might also be important to have an advisory committee evaluate and bring in outside or "innovative" ideas/suggestions.

- Follow-up studies of student success might be an indicator of where the counselor for special populations needs to focus future efforts.

- Look at the lists of exemplary programs in this state as well as around the country to explore new options. (See Resources.)

- Ask school personnel to fill out a needs survey in which you seek the types of programs or services they perceive to be needed by them or their students. (See Resources.)

- Talk to other counselors for special populations around the state at every opportunity to find out what they are doing to facilitate services in their schools.

A suggestion which might be beneficial includes brainstorming about what would be helpful. Begin to think of what services are needed, which ones cannot be met by anyone else on the staff at school, and then decide which ones the counselor for special populations could provide.

How Can the Vocational Counselor for Special Populations Remain Informed of Relevant Legislation, Litigation, Funding Sources, Etc.?

Counselors for special populations might be interested in these topics in order to expand services. While providing services at the local school level, it is very difficult to keep abreast of all the information which might be of assistance. In order to gather this type of information, it might be important to attend various conferences which discuss such topics, read vocational special needs journals, contact the person representing Vocational Special Needs on the MVA legislative committee, call the Missouri LINC Hotline regarding specific concerns, or talk to your school administrators. Include this questioning process in the annual goals and objectives. It may even be helpful to have ongoing contact with some of these sources to stay abreast of changes.

What is the Role of the Vocational Counselor for Special Populations in Vocational Program Evaluation Follow-Up Studies?

In some schools the counselor for special populations may play a major role in the vocational program evaluation follow-up studies. Because transition from school to employment or further education is a part of the role of the counselor for special populations, there is certainly justification for the counselor for special populations to be involved as well.

The role of the counselor for special populations may vary in that he/she might simply make follow-up phone calls, or perhaps actually be in charge of the gathering of all information. These records may provide a great deal of information which would be helpful to the counselor for special populations in order to determine goals and objectives for expansion of services.

What is the Role of the Vocational Counselor for Special Populations in Providing or Conducting Inservice, Needs Assessment, and Training for Staff?

The counselor for special populations would certainly be interested in providing inservice regarding counseling services offered to students from special populations. The lack of information on the part of those involved can be a cause for confusion, and a clear presentation of services provided can be extremely effective in producing appropriate referrals.

Needs assessment can be helpful to the counselor for special populations as well. Sometimes needs are not being met, and because of numerous other duties, these needs continue to go unnoticed. Asking instructors, administrators, students, and parents to assess the needs of counseling services for special populations can open options for the counselor to provide those needed services or prioritize time spent on other activities. (See Resources.)

How Might the Vocational Counselor for Special Populations Best Identify Needs and Provide for Volunteers/Paraprofessionals in Vocational Programs?

Once again, a needs assessment might prove beneficial. Ask others about their desire to utilize volunteers or extra support in the classroom. Observing class activities and communicating with instructors can provide for a quick analysis of perceived needs. Further assessment can determine the extent of these needs.

Once the needs have been determined, it might be necessary to explore the community to identify those service agencies which might be of assistance. Often senior citizens are interested in volunteering to help students who require assistance in vocational or other school settings. A business partner project may provide the school with many people who would be more than happy to work with a given student or to volunteer to come in on a regularly scheduled basis for interaction with students. The cooperative efforts of these two groups can provide a great deal of assistance to students as well as begin to show students how the community is part of the school and vice versa.

If paraprofessionals are to be hired to work with students, the counselor for special populations would want to talk with administrators regarding options available. One option might be to "hire" students to tutor other students by offering bonus points, etc. This might benefit both students. Certainly the tutee would learn a skill if the tutors had been properly trained, and the tutor would further enhance his/her skills and abilities by "teaching" another student.

What are Some Suggested Strategies for Recommending Enhancement of Vocational Programs?

Each vocational/technical school is responsible for providing training appropriate for the given community. The counselor for special populations might coordinate with the Vocational Placement Specialist as a part of the team of vocational educators responsible for program enhancement suggestions to assess community options. Often employment agencies in the community can assist with specific information regarding growth of various occupations and which ones are perceived to be growing or declining. This can help determine what programs might be offered in your community.

Each technical area in the vocational school has an advisory committee. Each committee's analysis of the perceived needs and modifications for programs could prove beneficial. This analysis could then be compared to the present community needs and vocational options as well as the perceived needs as presented by the local employment agencies.

What are Some Strategies for Recommending Vocational Program Modifications?

Strategies for recommending vocational program modifications for each vocational class could come from a number of sources. If the counselor for special populations is part of the team evaluating programs/instruction, then certainly this would offer a time to make recommendations. If the counselor for special populations has identified a specific need of

a vocational class, communication with the administrators and instructors in a positive fashion would be an appropriate way of making that suggestion. During inservice training the counselor for special populations might make suggestions to teachers describing innovative techniques. If the vocational/technical school has a newsletter, it might spotlight instructors who are making positive modifications and praise their efforts-setting an example for others to attain. Annual recognition of the instructor who has attempted to or made the most modifications in his/her classroom to accommodate students from special populations might also be appropriate.

For reluctant instructors, it may be beneficial to determine their interests, find a way to make modifications accommodate their interest, and help them through the process. This is a "hurdle" technique. Sometimes simple patience and a little help over the hurdles can accomplish a lot.

What are Some Suggestions to Assist the Vocational Counselor for Special Populations in Writing Grants/Funding Proposals, Etc.?

The Department of Elementary and Secondary Education has information regarding proposals and funds available for various programs. An initial contact with these personnel would be most helpful in the pursuit of various grants, such as incentive grants.

In order to verify the need for certain funds for programs, an analysis of the program and its perceived needs would be beneficial. This data would help to substantiate how the monies would best be used and who would be involved in the services outlined in the proposal.

It may be necessary to form a special committee to investigate a specific need for a new program. This committee could be comprised of administrators, special educators, vocational educators, as well as the counselor for special populations and others. The committee could look at the student numbers and help substantiate the degree of services over a period of time. The re-funding of some proposals depends on the success of previous programs. A carefully orchestrated service would need to be planned in order for this to happen.

The counselor for special populations or someone from the vocational/technical school would possibly want to be involved with the Private Industry Council (PIC) and other agencies in the community. These agencies may be examining ways to combine efforts with programs already in place, and can from time to time assist in the suggestion of program proposals.

Attending various conferences (MVA, etc.) might help the counselor to determine what is available and what could be attempted. Open lines of communication among counselors for special populations around the state would be beneficial.

How Can the Vocational Counselor for Special Populations Help to Plan Community-Based Vocational Training Programs?

The counselor for special populations may work with other faculty and staff to determine community needs. He/she might also work with the Placement Specialist for the vocational/technical school to place students on jobs in the community. It would be beneficial to conduct a job analysis (see Resources) of a variety of work sites in the community to determine the receptivity of community agencies and businesses.

The counselor for special populations along with the Placement Specialist might also speak to a number of business representatives to dispel myths about who are members of special populations. The counselor for special populations might want to put together a booklet of suggested ways to work with business representatives. An open house for business and agency representatives might provide an opportunity for the counselor for special populations and other staff to answer questions about persons with disabilities and other individuals who are members of special populations.

The counselor for special populations might work with students from special populations in specific counseling efforts to problem solve various aspects of jobs. Often students from special populations are unable to get or keep jobs due to their social skills deficits. The counselor for special populations may need to evaluate students on the job to determine what social skills need to be taught at school and then transferred to the job site.

Prior to completion of a two year vocational program, the student from a special population may benefit from a six to eight week training experience ("internship"). Students placed in these vocationally related options must be supervised by their COE certified vocational instructor. Once vocational training sites are established, it would be to the benefit of the vocational/technical school and its trainees to maintain a positive interaction. The counselor for special populations may need to be innovative in providing this type of interaction on an ongoing basis.

How Can the Vocational Counselor For Special Populations Obtain Administrative Support?

In building rapport with administrators it is important to consider the goals of the institution and the roles and responsibilities of its administrators. Interaction with the administrative team is crucial to the establishment of rapport and will take time. Remember to:

- Effectively communicate with the administrators on specific goals and objectives of the counselor for special populations and the program.

- Seek input from administrators regarding assessment of the counselor's program for special populations.

- Provide assistance to administrators when needed--not just when asked.

- Display an open and honest attitude.
- Clarify the position of administrators regarding growth of programs and services in the school.
- Facilitate a flow of information to administrators. Keep them informed of program growth, direction, and scope.
- Communicate with administrators once a week (in person if possible).
- Acknowledge administrative support when it is given.
- Follow protocol (formal and/or informal).
- Offer to provide inservice or presentations at board meetings, etc.

Resources

- Examples of Exemplary Programs
- Sample Needs Assessment

EXAMPLES OF EXEMPLARY PROGRAMS FOR STUDENTS WITH DISABILITIES

The following programs are a few examples of exemplary programs which may be appropriate for students with disabilities.

Project Title: Cooperative Vocational Program (Center 58)

Target Audience: Students who are mildly to moderately disabled ages 14-21 (grades 9-12)

Short Description: The Cooperative Vocational Program (CVP) provides vocational evaluation, career counseling and transition planning for secondary level special education students from a nine-district consortium. The CVP facilitates the application of evaluation outcomes by providing verbal feedback to the sending school staff, students and parents. This leads to a clearer understanding of evaluation outcomes and allows for the translation of these outcomes into school-based recommendations and transition plans. The CVP also serves as a resource for transition options, training opportunities, teaching materials, IEP development and staff development.

Project Title: "One the Job" Curriculum (Oak Grove R-VI)

Target Audience: Students who are educable mentally disabled (middle school or junior high level)

Short Description: The program introduces and provides guided instruction in prevocational and functional skills. Students are exposed to real life situations in a classroom environment. The "On the Job" curriculum creates a more realistic view of the working world. Students develop appropriate job behaviors and personal grooming skills. Positive rewards and discipline are also incorporated into the practice. "On the Job" curriculum was initially designed for an EMH classroom, however, it can be adapted for use in other special classrooms.

Project Title: Severe Behavior Disordered Program (Belton 124)

Target Audience: Students who are severely behavior disordered (SD) at the secondary level (grades 7-12) who have experienced academic, personal and social failure in traditional BD programs.

Short Description: The Severe Behavior Disordered (SBD) program is an innovative educational program designed to provide the secondary student who is behavior disordered an opportunity to achieve academic and personal success. The program includes individualized coursework in the "core" curriculum areas of language arts, math, science and social studies. Electives are available at the local high school when

the student is ready to be mainstreamed. Vocational skill training is available for qualified students though area vocational technical school programs.

Project Title: Curriculum on Disabling Conditions and Individuals with Disabilities (St. Joseph)

Target Audience: Secondary students (disabled and nondisabled)

Subject/Curriculum: Health

Short Description: The curriculum was designed as a component of the ninth grade health program. The health program is mandatory for all ninth grade students. The curriculum component on disabilities was developed to increase the acceptance of individuals with disabilities by the high school aged student.

SOURCE: Special Education Effective Practices/Model Programs, 1987-88 Edition
Special Education Dissemination Center
University of Missouri-Columbia

SAMPLE

Vocational Counselor for Special Populations
NEEDS SURVEY

Listed below are a number of the duties of the vocational counselor for special populations as they presently exist. In order to determine the needs of personnel with whom the vocational counselor for special populations works, please take a few moments to complete the following survey by indicating the order in which your needs for the Counselor for special populations are greatest as well as any other needs you might have at this time.

Key: EI = extremely important
I = important
U = undecided
NI = not important
SND = should not be a duty

Duties of the Counselor For Special Populations	Order of Importance EI	I	U	NI	SND
1. Serve as an advocate of students from special populations.	—	—	—	—	—
2. Counsel students from special populations regarding personal problems.	—	—	—	—	—
3. Counsel students from special populations regarding school problems.	—	—	—	—	—
4. Communicate with parents of students from special populations regarding concerns.	—	—	—	—	—
5. Recruit dropout students from special populations for vocational training.	—	—	—	—	—
6. Develop new programs for students from special populations within the vocational school.	—	—	—	—	—
7. Assist with vocational school follow-up studies.	—	—	—	—	—
8. Establish a volunteer program to help students from special populations in vocational classes.	—	—	—	—	—
9. Assist with on-the-job training or job-shadowing experiences for students from special populations.	—	—	—	—	—
10. Assess students from special populations.	—	—	—	—	—
11. Monitor students from special populations progress in vocational classes.	—	—	—	—	—
12. Facilitate the transition of students from special populations to post-secondary options.	—	—	—	—	—
13. Ensure a K-12 career development program for students from special populations is in place.	—	—	—	—	—
14. Develop referral procedures between program areas and staff.	—	—	—	—	—

What other duties do you feel the vocational counselor for special populations could help with?

Assessment

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ASSESSMENT

Overview

The Carl D. Perkins Vocational and Applied Technology Education Act (P.L. 101-392) brought substantial changes to educators of students from special populations. The vocational counselor of special populations plays a crucial role in the assessment process. This section addresses how the mandates and assurances of current legislation can be met to improve the quality of education for students who are members of special populations.

What are Some Suggestions for Conducting Assessment of Vocational Interests, Abilities, and Needs of Students Who Are Members of Special Populations?

Vocational assessment is the process of gathering information regarding a student's abilities, aptitudes, and interests related to vocational potential. Vocational evaluation is a continuous process that should begin in the elementary grades and continue throughout a student's education. It involves input from several sources in an ongoing manner. The many individuals involved include the student, parents, classroom teachers, counselors, vocational evaluators, and administrators.

Three levels of assessment can be performed by educational personnel to assist educators and parents in developing an educational program to meet the needs of students from special populations.

Level I The review of all information currently available for helping a student plan to become a worker.

Level II Teacher and counselor administered instruments in such areas as career maturity, job readiness, self-rating forms, interests, aptitudes, and work related behaviors.

Level III Comprehensive vocational assessment which occurs in a vocational evaluation laboratory and is administered by a specialist in vocational assessment.

Levels I and II are examples of informal assessment with Level III being formal assessment.

How Might the Vocational Counselor For Special Populations Best Utilize Assessment Results to Make Adaptations to Curriculum, Instruction, Equipment, And Facilities Meet the Needs of Students? (IVEP Development)

Assessment is the gathering of information and data to assist educators and parents in preparing the education program for students with special learning needs (Maxam, Boyer-Stephens, & Alff, 1986). The Missouri Vocational Administrative Planning Guide, 1992 Carl D. Perkins Vocational and Applied Technology Education Act states the following assurance related to the assessment of students from special populations:

> The interests, abilities, and special needs of each student who is a member of special populations will be assessed with respect to successfully completing a vocational education program. The assessment process shall be designed to determine the vocational potential by observing and measuring the interests, abilities, and special needs, and using these results to assist in formulating a realistic vocational plan (p. 4).

It is critical that the student be assessed prior to developing an Individualized Vocational Education Plan (IVEP). There is not a federal mandate for individualized plans for all students who are members of special populations but it is important for educators to realize

that the assessments used for these students are not to be given merely to provide a record of an assessment to satisfy state assurances. Assessments should also provide meaningful information to be utilized in formulating the Individualized Vocational Education Plan. The IVEP is developed for students who are members of special populations and follows the same general format as the IEP. The Missouri Department of Elementary and Secondary Education recommends that an IVEP be developed for all students in vocational education who are members of special populations. In cases where students enter vocational education early, the IVEP should clearly document the students' eligibility for early entry. It should provide justification for early entry and explain why this is the most appropriate placement. Additionally, the IVEP should include the following:

- The program the student is going to enter and the long range vocational goals;
- Goals and objectives related to the long range goals;
- A tentative sequential list of courses the student will follow throughout high school;
- The resource (support) services needed (including any modifications or adaptations necessary for the student to succeed);
- Assessment results concerning the student's interests, aptitude and abilities;
- A transition plan for the student upon leaving the program (long-range plans for placement or further training).

Sample vocational goals and objectives include the following information:

Goal: The student will successfully complete the auto mechanics class.

Objective: Given assistance in reading and preparation, the student will complete each test with 70% accuracy.

Goal: The student will prepare for postsecondary employment.

Objective: (1) Given information regarding appropriate job opportunities, the student will apply and interview for 3-5 jobs.
(2) Following weekly counseling, the student will identify possibly problems on the job and verbally describe 304 appropriate methods of handling each.

In addition to these components, the counselor might include learning styles, study skills and habits, strengths and weaknesses. The vocational plan should be reviewed annually. (See Resources for sample IVEPs.)

(Maxam, Boyer-Stephens, & Alff, 1986).

Vocational Counselor for Special Populations

Modification of activities or programs may be necessary for students from special populations to maximize their educational opportunities. Listed below are specific techniques that may assist educators with students from special populations in the classroom.

- Communicate to students class rules and expectations. Let students know exactly what is expected.
- Establish regular routines in an organized structure. Be consistent.
- Maintain an organized atmosphere. Put books in one place, turn in assignments in another place.
- Remember to have a sense of humor. Laughter can facilitate learning situations. Make learning positive and fun.
- Provide a classroom climate of warmth, attention, and emotional support.
- Demonstrate how something should be done versus simply verbalizing the directions.
- Label all projects and machines. This provides visual stimulation.
- Provide taped textbooks. (See Resources for directions.)
- Plan activities in which the student can not fail. Be positive.
- Concentrate on emphasizing employability/functional skills.
- Identify the strong learning mode for each student. Special education personnel can tell you whether students learn better visually, auditorially, or through hands-on experience.
- Allow students to take tests orally.
- Present new information in small amounts. List assignments in steps. Sometimes students have a difficult time remembering a series of directions.
- Task analysis can be used to help lower the frustration level of these students as they learn.
- Student-teacher contracts can be used to identify specific tasks or assignments along with corresponding time limitations.
- During lectures write on the board or use transparencies.
- Encourage typing for those who have difficulty with handwriting.

- Review all available information pertaining to the individual.
- Help the individual to plan realistic long and short-term goals.
- Focus on the learner's strengths and abilities.
- Do not label learners who are disadvantaged as low achievers because of their different learning style.
- Involve students in the planning of their educational program.
- Use concrete, tangible demonstrations. Use hands-on activities as much as possible.
- Keep learners aware of progress at all times and give them reason to believe they are succeeding.
- Provide students with constant encouragement and reinforcement. Feedback and praise will help to enhance students' self-concepts.
- Allow learners to progress at their own pace.
- Use constructive criticism. Avoid sarcastic or judgmental comments. Refrain from creating undue pressures.
- Provide opportunities for shadowing experiences to expose students to people who hold jobs associated with their interests.
- Work with support staff to develop and implement appropriate behavior modification techniques for those students who display hostile or defiant behavior.

ADAPTED FROM: Sarkees, M., & Scott, J. (1985). *Vocational special needs* (2nd ed.). Alsip, IL: American Technical.

What Role Should the Vocational Counselor For Special Populations Take in Communicating Students' Progress in Vocational Courses?

The role of liaison among appropriate educators includes establishing and maintaining a close communication network for the sharing of information regarding the educational progress of students who are members of special populations. The counselor for special populations must use his/her professional judgment in the manner in which the information should be used. Listed below are suggested options for monitoring or management of a caseload.

- Hold regularly scheduled conferences with teachers;
- Work with aides who serve students from special populations in vocational shops and labs;

- Conduct staff development inservice training;
- Assist in student evaluation;
- Confer with teachers concerning classwork, learning and study needs;
- Aid teachers in modifying, revising, and implementing instructional methods based on individual learning styles;
- Monitor student attendance (See Resources for Student Weekly and Monthly Progress Reports);
- Develop and maintain a form that documents student progress;
- Assist in developing behavioral treatment strategies.

How Can the Vocational Counselor For Special Populations Aid the Vocational Instructor in Task Analyzing Activities for Their Students?

A task analysis breaks a task down into specific components, each of which is essential for completion of the task. These components are written as instructions to the trainee. In task analysis, training can be thought of as building a chain of specific responses or behaviors.

When developing a task analysis, the scope of the main task should be limited. There are four basic rules that should be utilized:

1) Minimize the number of different discriminations to be made. For example, in a complex assembly task, place component parts in bins that are ordered in the way the parts are assembled.

2) Use a unique set of stimuli to cue each response. Effective cues focus on what is unique about the stimulus.

3) Teach the general case before teaching the exceptions. For example, you cross the street on the green light except when you hear an emergency vehicle approaching.

4) Maximize the use of concepts and operations that the trainee has already learned.

After breaking a task down into components, the next step is to develop the task analysis. The following are five steps to develop task analysis:

1) Watch a master perform.

2) Perform the task yourself.

3) Work backward through the task.

4) Brainstorm.

5) Break down complex patterns of behavior.

(Rudrud, Zianik, Berstein, & Ferrara, 1984.)
(See Resources for a Sample Task Analysis Practice Sheet.)

Resources

- Sample Assessment Instruments
- Format for Developing a Work Sample
- A Checklist of Vocational Evaluation Information
- Assessment Results
- Informal Assessment: Situational Assessment Checklist
- Instructions for Taping
- Student Weekly Progress Report
- Monthly Progress Report
- Sample Task Analysis Practice Sheet

SAMPLE ASSESSMENT INSTRUMENTS

In order to determine a student's level of career development the vocational counselor for special populations might want to use:

Career Occupational System
(COP system), Form P
EDITS, Inc.
P.O. Box 7234
San Diego, CA 92107

Self-Directed Search
Consulting Psychologists Press
577 College Avenue
Palo Alto, WA 94306

Reading-Free Vocational Interest Inventory
EDMARK Corporation
P.O. Box 3903
Bellevue, WA 98009-3903

Life Centered Career Education Inventory
The Council for Exceptional Children
Department CS87
1920 Association Drive
Reston, VA 22091-1589

Career Awareness Inventory
Scholastic Testing Service, Inc.
P.O. Box 7502
2931 East McCarty Street
Jefferson City, MO 65102

To determine a student's learning styles, the vocational counselor for special populations might use:

C.I.T.E. Learning Styles Instrument
Murdock Teachers Center
Wichita Public Schools
Wichita, KS

Learning Style Inventory
Humanics, Ltd.
P.O. Box 7447
1389 Peachtree Street
Atlanta, GA 30309

Instructional Styles Inventory
Humanics, Ltd.
P.O. Box 7447
1389 Peachtree Street
Atlanta, GA 30309

To determine achievement levels, a vocational counselor for special populations might choose one of the following assessment devices:

Test of Mathematics Ability (TOMA)
CTB McGraw-Hill
2500 Garden Road
Monterey, CA 93940

Stanford Diagnostic Math Test
The Psychological Corporation
Harcourt, Brace, Jovanovich, Inc.
555 Academic Court
San Antonio, TX 78204-0952

Test of Adolescent Language (TOAL)
PRO-ED
5341 Industrial Oaks Blvd.
Austin, TX 78735-8898

Woodcock Reading Mastery Tests
American Guidance Service
Publisher's Building
P.O. Box 99
Circle Pines, MN 55014-1796

Test of Adult Basic Education (TABE)
Publishers Test Service
2500 Garden Road
Monterey, CA 93940

Tests of Reading Comprehension (TORC)
PRO-ED
5341 Industrial Oaks Blvd.
Austin, TX 78735-8898

Secondary Level English Proficiency Test
CTB McGraw-Hill
2500 Garden Road
Monterey, CA 93940

Survey of Study Habits and Attitudes
The Psychological Corporation
Harcourt, Brace, Jovanovich, Inc.
555 Academic Court
San Antonio, TX 78204-0952

FORMAT FOR DEVELOPING A WORK SAMPLE

Development of a Work Sample for Vocational Performance Screening Assessment

1. Select or state a vocational area or areas.
2. List and briefly describe five or more of the most common types of jobs in which your vocational program places students.
3. Rank order these jobs from most frequent to least frequent.
4. Select the top three jobs and completely task analyze these three jobs listing all of the performance tasks involved.
5. Select and list three similar tasks that occur in each of the three jobs.
6. Motor skill requirements-provide a detailed analysis of the manual dexterity, eye-hand coordination, and motor functions required of a worker for successful completion of the three previously selected tasks.
7. Specify the equipment, materials, and supplies necessary for the completion of each of the three tasks.
8. Determine an acceptable rate of performance for each of the tasks.
9. Determine how you will measure or rate performance in each of the three tasks.
10. Describe the student or type of disability or other special condition this work sample will be used with.
11. Describe in detail how you would teach each of the three tasks to the student, prior to his/her performance evaluation.

SOURCE: Zenk, G. (1982). *Business and vocational education.* Grand Forks, ND: University of North Dakota.

A Checklist of Vocational Evaluation Information

Cognitive Skills	basic reading and math concept formation cognitive style problem–solving abilities
Manual Skills	manual dexterity eye–hand coordination fine motor skills mobility
Interpersonal Skills	work attitudes ability to cooperate, work with others self–confidence, self–concept relating to others, communicating
Perceptual Skills	spatial discrimination size discrimination
Work Aptitudes	remembers instructions, procedures capable of planning, organizing improves with practice
Work Behaviors	motivation concentration persistence
Interests	personal goals and interests hobbies, leisure time activities academic – favorite & least favorite subjects
Previous Experiences	work, volunteer in school work related information, exposure, skill, knowledge
Job Exploration Results	preference aptitudes strengths weaknesses
Social Adjustment	home/family relationship with peers, teachers

SOURCE: Closer Look: A Project of the Parents' Campaign for Handicapped Children and Youth.

INFORMAL ASSESSMENT
SITUATIONAL ASSESSMENT CHECKLIST

Student _____ Date _____

Observer(s) _____

_____

Observation	Rating		
	Excellent	Satisfactory	Needs Improvement
1. Work habits			
2. Punctuality			
3. Manipulation, coordination, dexterity			
4. Personal grooming/hygiene			
5. Ability to work unsupervised			
6. Ability to work under pressure			
7. Eye–hand coordination			
8. Speed, accuracy and percision			
9. Strength			
10. Consistency in performing task(s)			
11. Work tolerance/endurance			
12. Understanding and following safety rules			
13. Fine motor skills			
14. Gross motor skills			
15. Ability to work with others			
16. Concentration			
17. Reaction to job/task changes			
18. Adjustment of repetitive tasks			
19. Ability to follow directions			
20. Quantity of work performance			
21. Quality of work performance			
22. Work attitude			
23. Initiative			
24. Motivation			
25. Accepts constructive criticism			
26. Accepts constructive authority			
27. Communication skills (speech)			
28. Completes assigned tasks			
29. Follows directions			
30. Remembers verbal directions			
31. Assumes responsibility			
32. Attention span			
33. Care of equipment and materials			
34. Frustration tolerance			
35. Perseverance			
36. Thoroughness			

Comments:

Recommendations:

SOURCE: Sarkees, M., & Scott, J. (1986). Vocational special needs. Alsip, IL: American Technical.

ASSESSMENT RESULTS

NAME _____ VOC. PROGRAM _____

ACHIEVEMENT

TABE, Level ____ Reading Language
Voc. Comp. Tot. Mech. & Expr. Spell

Pretest–Date
Posttest–Date
Gain/Loss

ITBS Stand. Score Percentile Grade Equiv.

Pretest–Date
Posttest–Date
Gain/Loss

Other:

APTITUDE

GATB Date:
Comments:

ASVAB Date:
Comments:

Other:

INTEREST INVENTORY

COPS Date:
Comments:

Other:

Special Services
Describe:

INSTRUCTIONS FOR TAPING

1. Label tapes as you go along:

   Tape 1 Side 1A
   Tape 1 Side 1B
   Tape 2 Side 2A
   Tape 2 Side 2B

2. To begin taping, start by reading the title of the text.

   For example: "The name of this book is, **Adventures in Welding**."

3. Do not read:

   a. title page
   b. preface
   c. table of contents

4. Start with Chapter I.

   ALWAYS CITE THE PAGE NUMBER FIRST. INDICATE EACH NEW PAGE WITH A SIGNAL OF TWO LOUD TAPS ON THE RECORDER.

   For example:

   Page 1 (tap tap) "Welding as a career can prove to be exciting and interesting"

   Page 2 (tap tap) "...framework does however..."

5. Do not read:

   a. picture captions
   b. charts
   c. graphs
   d. tables
   e. footnotes

6. End with the last chapter by saying:

   "This concludes the book, **Adventures in Welding**."

7. Do not read:

   a. references
   b. index
   c. glossary

8. Label tapes as follows:

   Title: **Adventures in Welding**
   Page Numbers: 1-122
   Tape Number: 1 Side 1A

   Title: **Adventures in Welding**
   Page Numbers: 122-165
   Tape Number: 1 Side 1B

9. Please read clearly and distinctly at a normal pace. Do not worry about erasing. If words or phrases are mispronounced make corrections and keep going.

STUDENT WEEKLY PROGRESS REPORT FOR VOCATIONAL CLASS

Name _____ Date _____ Class _____

To the Parent: In order for you to know the success your child is having in vocational classes, I am sending this weekly report. I hope you will contact me if you have additional concerns.

I. Attendance
- 1. Absent this week... ( ) # of days ___
- 2. Tardy this week... ( ) # of days ___

II. Classroom Behavior
- 1. Pays attention in class... ( )
- 2. No backtalking or refusal to do tasks... ( )
- 3. Good eye contact... ( )
- 4. Polite and respectful to co-workers... ( )
- 5. Polite and respectful to supervisors... ( )

III. Individual Goal
- 1. Met individual goal... ( )
- 2. Did not meet goal... ( )

IV. Initiative
- 1. Looks for things to do... ( )
- 2. Usually works well independently... ( )
- 3. Needs supervision/reminders to stay on task... ( )
- 4. Is ready to go to work immediately and after breaks... ( )

V. Quantity and Quality of Work
- 1. Satisfactory output... ( )
- 2. Just enough to get by... ( )
- 3. Wastes time... ( )
- 4. Accurate work consistently... ( )
- 5. Occasional errors... ( )
- 6. Many errors in work... ( )

VI. Safety & Grooming
- 1. Wears safety glasses at all times... ( )
- 2. Wears coveralls at appropriate times... ( )
- 3. Works safely... ( )
- 4. Keeps tools and work area clean and neat... ( )
- 5. No horseplay... ( )

VII. Assignments
- 1. Always does assigned tasks... ( )
- 2. Usually does assigned tasks... ( )
- 3. Rarely completes assigned tasks... ( )

AT THIS TIME, THE STUDENT IS: _____ Passing _____ Failing

NOTE: FOR VOCATIONAL INSTRUCTOR USE.

MONTHLY PROGRESS REPORT

Name _____ **Date** _____ **Class** _____

Instructor _____ **Counselor** _____

Approximate Grade _____ **Absences** _____ **Tardies** _____ **Since** _____

Areas of Progress/Concern		Satisfactory	Needs Improvement
1.	Attendance		
2.	Behavior		
3.	Turns in assignments		
4.	Gets along well with peers/teachers		
5.	Accepts supervision/criticism		
6.	Quality of work is good		
7.	Quantity of work on tasks is good		
8.	Initiative – uses time well		
9.	Shows a good attitude toward class		
10.	Works safely at all times		
11.	Is groomed neatly and clean		
12.	Does well on tests and is prepared		

Additional Comments:

SAMPLE

TASK ANALYSIS PRACTICE SHEET

Task: To use a sanding block to smooth a pine board 4" x 12".

Step I. Task Listing (or detailing). List all the steps included in this task.

_____

_____

_____

_____

_____

Step II. Put numbers on the above tasks so they are ordered in the optimal sequence for learning.

Step III. Check each of the above tasks for sub–steps that would better explain how to do the task.

Step IV. Add the **criterion** which tells how well the task should be done and any time limits that are important to this task.

_____

_____

_____

_____

_____

Final Analysis of the Task:

Rewrite the steps of the task in sequence, and add the criterion for mastery.

_____

_____

_____

_____

_____

Career Development and Transition Services

BEST COPY AVAILABLE

CAREER DEVELOPMENT AND TRANSITION SERVICES

Overview

The Carl D. Perkins Vocational and Applied Technology Education Act (P.L. 101-392) specifically addresses career development and transition services as areas of emphasis for students who are members of special populations. Research indicates effective services in these areas are necessary for successful integration into today's work force and society. This section provides suggestions on how to implement guidance activities for career development and to facilitate transition to a work environment or other postsecondary education options. Also discussed in this section is the Missouri Comprehensive Guidance Program.

What are Some Suggestions for Cooperating with State and Local Agencies in Planning, Implementing, and Evaluating Vocational Services for Students from Special Populations?

Preparing students to be independent in their living skills and employable in the market place should be major goals for the educational system. This requires careful planning, preparation, and coordination in the transition process. Secondary programs should be aware of viable adult service alternatives with specific planning and coordination of services.

Transition plans should be comprehensive in scope. In addition to specific job skill training offered by the area vocational-technical school, students must also be prepared to effectively use community services, manage their money, travel to and from work independently, and interact socially with other individuals. Planning should be individualized in addressing all these areas.

Interagency cooperation refers to coordinated efforts among agencies such as schools, rehabilitation services, adult day programs and vocational-technical training centers to ensure the delivery of appropriate, nonduplicated services. In order for schools to achieve transition goals collaboration between agencies and schools is critical. (See Resources for LINC Module, Cooperative Interagency Agreements.)

The following is a list of suggestions for development or improvement of interaction among schools and agencies;

- Development of a formal interagency agreement;
- Development of an individualized transition plan;
- Development of transition goals in the student's IEP or IVEP;
- Remain aware of the designation of staff positions within each agency responsible for implementing services, monitoring the implementation and negotiating change when necessary;
- Designate roles and responsibilities (within and across agencies) associated with needed services or collaborative activities;
- Allow for effective communication between and among school and agency personnel;
- Document in writing key decisions.

How Can the Vocational Counselor For Special Populations Facilitate the Transition of Students from Special Populations to Postsecondary Options?

The counselor for special populations has the responsibility of assisting students to plan for their future. For the transition from school to work or educational opportunities to be successful, families, schools and agencies must work together to systematically plan for it.

Transitional planning will vary with the needs of the individual and the range of local community resources and employment options. The cooperative planning of the individuals involved is essential to the transition of the student. The following individuals may be involved in transition planning:

- Vocational instructors,
- Vocational counselor/placement specialist,
- Parents,
- Student,
- Employer,
- Vocational evaluator at the school or postsecondary educational institution,
- Financial Aid representative from postsecondary educational institution,
- Juvenile officer (when appropriate),
- Division of Youth Services representative (when appropriate),
- Comprehensive high school counselor (when appropriate),
- Vocational counselor for special populations, and
- Other appropriate educators.

The vocational counselor for special populations usually serves as a liaison with parents, other educators, employers, and agencies. The arrangement and monitoring of parent/student conferences is very important in the future planning for the student. Because some parents may prefer to meet outside of school, it may be more feasible to meet at their home or another more agreeable location.

Communication and cooperation with employers and potential employers of students from special populations allows for a good working relationship between the school and community. This relationship enhances the opportunities for students from special populations to be placed on jobs, experience success, and become self-supporting, independent adults. Follow-up on placement is essential for student records and future program planning.

Community colleges and four year universities now offer a variety of services for students from special populations. It is important to be aware of the services offered by the different educational institutions and individuals to contact regarding those services. Financial aid information and materials should be made available to students and parents so that they may make decisions based on all the facts and resources. Information regarding postsecondary options should be communicated to student and parents in a positive, realistic manner. The Guide to Missouri Post-Secondary Programs Offering Special Services may be beneficial.

What are Some Suggested Ways the Vocational Counselor For Special Populations can Provide Students from Special Populations with Career Planning and Career Awareness Activities?

The Carl D. Perkins Vocational and Applied Technology Act (P.L. 101-392) places renewed emphasis on career development and planning for special populations. According to this Act, students from special populations must be provided with certain services. Note below:

- Guidance, counseling, and career development activities must be conducted by professionally trained counselors and teachers who are associated with the provision of special services, such as those defined in the assurances (See Legislation.)

- Services must be designed to improve, expand, and extend career guidance and counseling programs to meet the career development, vocational education, and employment needs of vocational education students and potential students. Such programs shall be designed to assist individuals to do the following:

    - Acquire self-assessment, career planning, career decision-making, and employability skills;

    - Make the transition from education and training to work;

    - Maintain marketability of current job skills in established occupations;

    - Develop new skills to move away from declining occupational fields and enter new and emerging fields in high-technology areas and fields experiencing skill shortages;

- Develop mid-career job search skills and to clarify career goals; and

- Obtain and use information on financial assistance for postsecondary and vocational education, as well as, job training.

Further, the Act requires that programs of career guidance and counseling encourage the elimination of sex, age, disability and race bias and stereotyping. It should provide for community outreach, enlist the collaboration of the family, the community, business, industry, and labor. Continuing, these services shall be accessible to all segments of the population, including women, minorities, and people with disabilities and economic disadvantages.

The guidance and counseling program shall, according to the Act, consist of instructional activities and other services at all educational levels to help students with the skills described above. Services and activities designed to ensure the quality and effectiveness of career guidance and counseling programs and projects should include counselor education (including education of counselors working with individuals with limited English proficiency), training of support personnel, curriculum development, research and demonstration projects, experimental programs, instructional materials development, equipment acquisition, development of career information delivery systems, and State and local leadership and supervision. The programs should have projects which provide opportunities for counselors to obtain firsthand experience in business, industry, the labor market, and training opportunities (including secondary educational programs that have at least one characteristic of an apprenticeship occupation or provide information concerning apprenticeship occupations and their prerequisites).

Coordination and organization is a key to providing quality career development services. A career development or career education curriculum should be established for all students from kindergarten through grade 12. Adaptations for students from special populations could include:

- An organized approach for the education staff that is used as a part of the IEP or IVEP development.

- A coordinated process for vocational instructors, teachers, and counselors to inform students from special populations about vocational programs and needed prevocational skills.

- Identify, with assistance from parents, vocational instructors, other educators, and local and state resources, a comprehensive listing of possible post-school settings available to students (West, 1986).

What are Some Ways the Vocational Counselor for Special Populations Might Assist in Placing Students from Special Populations in Employment?

The counselor for special populations can help prepare the student for placement on a job by preparing the student in pre-employment tasks such as resume writing, interview techniques, and completing job applications. It is also helpful for the students to receive assistance in appropriate job behaviors, social skills, behavior management techniques and responses.

A cooperative working relationship with employers allows counselors for special populations to make the necessary contacts to place students on a job that is appropriate for their skills, aptitudes, and interests. Also, a working knowledge of the options for employers such as available tax credits, the Job Training Partnership Act, and the Carl D. Perkins Vocational and Applied Technology Education Act should be familiar information to all counselors.

Follow-up on placement data gives school information on the effectiveness of programming and services for students from special populations.

What Can the Vocational Counselor for Special Populations Do to Ensure a 7-12 Career Development Program for Students from Special Populations?

The counselor for special populations works as a team member with the other counselors in the school district. Communication with other counselors regarding career guidance for students is important. Perhaps a study of the current status of the school's guidance program would allow for examination of the guidance curriculum and possible options for change.

The sharing of materials and resources is always helpful and appreciated. The counselor for special populations may want to share information, resources, and curriculum materials that would assist another counselor or teacher to develop career guidance activities which are effective with students from special populations.

Maintaining a team member attitude is crucial to a cooperative working relationship among counselors. All counselors share the common goal of enhancing the social, personal, and educational development of students. Helping this goal become a reality requires organization, planning, and commitment of a professional nature to education and society.

How Can the Vocational Counselor for Special Populations Design A Program that Meets the Needs of the Students and the Expectations of the Department of Education?

Vocational Special Needs and Guidance Services has established key questions and recommendations for appropriate on-site record keeping which can be helpful as services are set up for students from special populations. These questions are based on the provisions of the Carl D. Perkins Act. They also help counselors clearly see what services should be provided. They describe the type of records which will document the provision of services and give

continuity in service delivery. These are questions which are generally used to structure the on-site visits which are made by Department staff. See the "Vocational Services For Special Populations" form in the resources for the complete set.

What is the Missouri Comprehensive Guidance Program?

The primary purpose of the Missouri Comprehensive Guidance Program is to help schools develop, implement, and evaluate comprehensive and systematic guidance programs. The Missouri definition of guidance and foundation for the program is:

> Guidance and Counseling is an integral part of each school's total educational program. It is developmental by design and includes sequential activities organized and implemented by certificated school counselors with the support of teachers, administrators, students, and parents.

The Guidance Program includes:

- Guidance Curriculum

The guidance curriculum consists of structured developmental experiences presented systematically through classroom and group activities. The purpose of the guidance curriculum is to provide students with skills to promote positive mental health and to assist them in the acquisition, development, and use of life skills. The guidance curriculum is delivered through classroom and group activities.

- Individual Planning

Individual planning consists of activities that help all students plan, monitor, and manage their own learning as well as their personal and career development. Within this component, students evaluate their educational, occupational, and personal goals and plans. The activities in this component are counselor planned and directed. Individual planning is implemented through individual appraisal, advisement, and placement. (See Resources for Personal Self-Awareness Checklist.)

- Responsive Services

Responsive services consist of activities to meet the immediate needs and concerns of students through counseling, consultation, referral, or information. This component is available to all students and is often student initiated.

- System Support

System support consists of management activities that establish, maintain, and enhance the total guidance program. This component is implemented through activities in the following areas: professional development, staff and community relations, consultation with teachers, advisory councils, community outreach, program management and operations, and research and development.

The program is designed to address the needs of all students by helping them to acquire competencies in career planning and exploration, knowledge of self and others, and educational and vocational development.

SOURCE: *Missouri Comprehensive Guidance: A Model for Program Development and Implementation.*

What Are the Standards for Guidance and Placement in Missouri's Area Vocational-Technical Schools?

A Handbook for Guidance and Placement in Missouri's Area Vocational-Technical Schools, is available from the Missouri Department of Elementary and Secondary Education. It describes a system which focuses on accountability and service. The standards were meticulously developed with the help of vocational practitioners and Department staff. The six standards consist of statements which summarize the major areas that should be addressed by a vocational guidance and placement program. Each standard is followed by a series of indicators which describe what action should take place to satisfy the standard. The Action Plan form provides a format to document activities, specific procedures, resources, costs, and time-lines for the standards. There is also an accountability form used by the Department reviewer during on-site visits. These standards may not be required of counselors designated to serve special populations, however, they will help in the design of a quality program and they do coincide with the Department's school improvement process.

The standards are as follows:

Standard #1: There is functional system for management of the guidance and placement program.

Standard #2: The recruitment, orientation, and selection procedures increase the probability of students' entry into programs commensurate with their goals, interests, and abilities.

Standard #3: The guidance, counseling, assessment, and referral services address the individual needs of students.

Standard #4: There is a coordinated effort to assist all students in reaching their career and employment goals.

Standard #5: There is a coordinated effort to provide all students with job-seeking and job-related skills.

Standard #6: There is a follow-up system which complies with federal and state regulations.

For additional information or a handbook contact the Department of Elementary and Secondary Education, Vocational Special Needs and Guidance Services.

What Provisions Are Made For Individuals in Corrections Education?

The Perkins Act provides for vocational education programs serving juvenile and adult criminal offenders in correctional institutions. In Missouri, most Perkins vocational funds support vocational counselors in these institutions.

Counselors in correctional institutions will be able to incorporate many of the techniques in this manual to help structure their guidance and counseling programs. Because students in correctional facilities are so vulnerable to unwholesome influences and are at high risk for recidivism the counselors have a challenging task. They must build the students' self esteem, improve their values and help them gain marketable skills. The counselor should help the students learn to respond to difficult questions from potential employers concerning their incarceration. They must be able to keep trying after repeated rejections. The counselor can be very helpful in establishing business and community resources in the students' home areas. Agency contacts are very important. Collaboration of effort is extremely vital to this population.

According to the Perkins Act, administrators of these funds must give consideration to providing services to offenders who are completing their sentences and preparing for release. They should also consider providing grants to establish vocational education programs in correctional institutions that do not have such programs. Vocational education programs should be provided to women who are incarcerated. Equipment should be improved and services should be administered and coordinated for offenders before and after their release.

What Are Tech Prep Education Programs?

Tech Prep Education is a program established under the Perkins Act. Rapid technological advances and competition throughout the world demands that the levels of skilled technical education preparation and readiness be increased for youth entering the workforce. We must go beyond the boundaries of traditional education. This program requires that agreements be made between secondary and postsecondary institutions. Tech Prep programs must combine nontraditional school-to-work technical education technologies with the use of state-of-the-art equipment and other appropriate technologies.

The Tech Prep articulation agreement between a secondary and a postsecondary institution/district must consist of the two years preceding high school graduation and two years of higher education, or an apprenticeship program of at least two years following high

school. They must have a common core of required proficiency in mathematics, science, communications, and technologies designed to lead to an associate degree or certificate in a specific career field. The Tech Prep curriculum program must be appropriate for the participants. The program must include inservice training for teachers and counselors. In regard to counselors, the training must be designed to enable counselors to recruit students for Tech Prep education programs, enable students to successfully complete the program and be placed in appropriate employment. The Tech Prep program must provide equal access to the full range of technical preparation programs to individuals who are members of special populations. The vocational counselor for special populations could be helpful in developing such services.

Resources

- Cooperative Interagency Agreements
- Self-Awareness Checklist
- Review Guide
- Vocational Services For Special Populations

TITLE: COOPERATIVE INTERAGENCY AGREEMENTS

University of Missouri–Columbia
401 East Stewart Road
Columbia, MO 65211
(800) 392–0533 (in Missouri only)
(314) 882–2733

ABSTRACT: This packet provides information about benefits of entering into a cooperative agreement with another agency. Also provided is information about developing a successful agreement.

COOPERATIVE INTERAGENCY AGREEMENTS

Overview

Human service organizations have been involved in interagency cooperation since the establishment of charity organizations in the early 1900's.

The earliest forms of cooperation and coordination occurred in an effort to provide services only the "deserving poor." This involved primarily coordination of specific cases, but was also recognized as a way to avoid duplication in soliciting for funds. The relatively few human service agencies basically looked out for themselves and cooperated when it was to their own advantage. This atmosphere continued until the early 1930's when, as a result of the great depression, many more human services and agencies were created by the government.

The New Deal Era was a time when the ideology of many agency managers changed from independence to a recognition of the important role of social cooperation. This was due in part to public attitudes. There was growing pressure from society that coordination of the increasing number of public welfare agencies was necessary and should be the responsibility of the public sector to carry out.

In the 1960's the federal government began to show an interest in documented efforts at coordination. A 1960 report was published by the federal government describing various methods of interagency coordination. The Federal Intergovernmental Cooperation Act of 1 968 gave states a new, more active role in coordination. This act also gave further impetus to coordination of human service organizations through its emphasis on program budgeting and cost effectiveness. As a result, the late 1960's was a period of increased attempts to coordinate efforts through centralized control and service integration.

Even though there was a great deal of emphasis placed on coordination by governments during the 1960's and early 70's, this was also a period of tremendous growth of social programs, particularly in the mid 1960's under the banner of the "Great Society."

By the late 1970's and early 80's this picture began to change. More localized efforts and emphasis on coordination began to appear. Efforts by states were to some extent a bearing of fruit from the federal policies which had, since the late 1960's, encouraged coordination based on the assumption the coordination and planning will result in better utilization of resources and improve the quality of resources offered. These efforts of coordination increase during periods of reduced government funding, increased accountability and increased demands for services.

Collaboration among agencies has a long history. The results of these efforts appear positive and have resulted in more efficient services for people with disabilities.

SOURCE: Stafford, B.G. (1984). *A review of literature on coordination*. Nashville: Tennessee Children's Service Commission.

Definitions/Terminology

Interagency Coordination

A process in which two or more organizations come together to solve a specific problem or meet a specific need. It carries with it the assumption that by working together, agencies will increase their effectiveness, resource availability, and decision making capabilities--and thereby more effectively assist in the resolution of a community need or problem that could not be met by any single agency acting alone (Canham, 1979).

Cooperation

The process of informally working together to meet the day to day goals of the organization (Black & Kase, 1963).

Coordination

A formalized process of adjustment or utilization of existing resources through integrated action of two or more organizations (Black & Kase, 1963).

Collaboration

A more intensive jointly planned effort by organizations over a mutual concern which resu lts in a mutually desired result (Black & Kase, 1982).

Frequently Asked Questions

Q. What is the rationale for interagency coordination?

A. Many factors contribute to an agency's decision to collaborate with other agencies. However, for successful planning of a cooperative program it is important that the central goal be to help students who are disabled achieve maximum independence and self-reliance. In order to achieve this goal, agencies must collaborate to improve their services. Agency involvement is often prompted by the realization that many youth (who have often dropped out of school) are being picked up too late to develop vocational skills leading to job placement. On the other hand, many schools realize that coordination between special education, vocational education, vocational rehabilitation, and other agencies is critical for increasing the vocational options available for students with disabilities. Too many disabled youth leave the school system with no marketable job skills. Also, coordination among agencies helps ensure a continuation of services for students with disabilities (*Cooperative Programs for Transition from School to Work, 1985).*

Q. What is the best approach to interagency coordination?

A. There is no single model of successful coordination between various agencies. When considering planning for different coordination practices, it is important to realize that it is impossible to completely transplant a model and expect it to work for every situation. Programs demonstrating practices in interagency coordination generally fall into three different planning categories: a) state level cooperative agreements followed by state-wide training, local agreements and the development of local cooperative programs; b) state-initiated pilot projects leading to program expansion, local agreements and sometimes state level agreements; and c) the development of cooperative programs through local initiative. Evidence does not suggest that one planning strategy is more successful than another method. Successful coordination depends upon the community/state situation or setting and the commitment to the cooperative effort (*Cooperative Programs for Transition from School to Work*, 1985)

Q. What are the essential ingredients for successful interagency coordination?

A. Although not two interagency programs are the same, certain ingredients are com mon to successful interagency coordination. These ingredients include:

Awareness	Know the other agencies involved. Determine their service responsibilities, roles in meeting the career development needs of students from special populations, the function of the agency, and the clients served.
Interdependence	Establish areas of similarity and difference in roles, functions, and services.
Standardization	Standardize procedures for referral and for obtaining and sharing information. Specify procedures for sharing equipment, facilities, staff, and costs.
Formalization	Formalize the collaborative effort. When there are a number of participants from several agencies, prepare a formal agreement.
Communication	Recognize and communicate agency limitations as well as capabilities.
Commitment	Capitalize on commitment from the top; work for commitment from each agency representative (Valentine, Truby & Pisapia, 1982).

Q. What are the levels of coordination?

A. **Lowest Level** — Agencies are familiar with the personnel and programs of other local organizations. There is some informal communication, as well as the exchange of general knowledge and data. Membership in joint councils can also be identified as a low level of interagency coordination.

Intermediate Level — Agencies develop formal exchanges of information, resources, and personnel. They will participate in joint projects, although specific tasks and responsibilities are not clearly identified.

Highest Level — Agencies are engaged in joint budgeting of programs. Specific agreements as to goals and policies are clearly understood, and probably written down as part of an overall joint agreement. Agencies are well represented on overlapping boards and councils (Calaham, 1979).

Q. What are the benefits of interagency cooperation?

A. There are benefits make a concerted effort to coordinate their programs and activiti es. Some of these benefits follow:

Reducing duplication and overlap. With several agencies working to resolve similar problems and meet community needs, duplication of services and assistance can occur. Coordinating agencies can help avoid wasted effort by sharing resources and explicitly stating who is responsible for specific tasks.

Covering gaps and oversights. Having several agencies actively working in a community does not ensure that all needs are being addressed. Coordination promotes an exchange of ideas and viewpoints, leading to a broader definition of the community needs that joint agency efforts should address.

Minimizing conflicts. Improved interagency coordination can often prevent unnecessary conflicts. Agencies which are communicating and sharing ideas and information can avoid the mistaken interpretations of community needs that so often occur when organizations are working independently. Coordination can also facilitate a better understanding and appreciation of each individual agency's goals and purposes.

Giving smaller agencies a voice. A small, single-purpose agency often has problems making its unique contribution in a comprehensive community assistance program. Agency coordination can assist the small, less visible, and/or new organization through the sharing of information, resources, and technical assistance, thereby improving each agency's effectiveness (Canham, 1979).

Q. What are some sources of conflict as well as potential problems associated with establishing interagency collaboration?

A. Although many agencies agree that it is beneficial to coordinate as much as possible with other organizations, there is very little of this being done today. What does ta ke place usually reflects a low level of commitment. There are many reasons shy cooperation does not exist. These include conflicts between people and the environment and problems inherent in agencies.

SOURCES OF CONFLICT IN INTERAGENCY COLLABORATION

The People	**The Environment**
Value differences:	Lack of resources
- personal	Change
- professional	Ambiguous jurisdictions
- agency	Communication barriers:
Role pressures	- personal
Perceptual differences	- physical
Divergent goals	Dependence on one person/agency for agreement
Status threat	Complexity of organization(s)
Personality clash	Need for consensus
	Regulations

POTENTIAL PROBLEMS ASSOCIATED WITH ESTABLISHING INTERAGENCY COLLABORATIONS

- Competitiveness of established institutions and agencies.
- Lack of an organizational structure that brings agencies together around mutual interest.
- Parochial interests of agencies that make them myopic to the needs of the broader community.
- Lack of experience in the techniques of coordinating service delivery.
- Awkward interdisciplinary communication.
- Preoccupation with the system design rather than the functional role of the system.
- Client confidentiality across agencies.
- Resistance to change.

- Response to external pressures.
- Lack of specific accountability.
- Lack of designated monitors and evaluators.
- Inadequate orientation within and outside agencies.
- Negative staff attitude.
- Lack of consideration of political bases.

(McLaughlin & Covert, 1984)

Q. What are some of the common elements in planning interagency cooperation?

A. The organizational structure and the various activities of interagency programs differ according to size and location. However, several common planning elements which contribute to effective and lasting collaborative efforts exist. The following briefly analyzes these elements.

- The primary philosophical stance which provides the stimulus for interagency coordination as well as shaping service offerings reflects the concept that career education is essential for students with special needs in order to aid in their transition from school to work. Combining vocational and academic programming with the optional provision of work experience for students with disabilities represents a shift in policy for many high schools which have traditionally held that students with disabilities must reach a certain level of academic competence before vocational and/or career considerations can be addressed.

- Cooperative programs which attempt to provide comprehensive services generally resort to written guidelines in order to resolve conflicts resulting from differing mandates and differing interpretations of federal and/or state laws. Some type of written statement delineating roles and responsibilities, the sharing of resources and facilities, and the expenditure of dollars appears to beneficial in maintaining an interagency program. Coordination between two or three different agency professionals can occur and be effective without anything in writing. However, the evolution of these close working relationships into a comprehensive systematized program usually requires written clarification.

- Collaboration cannot be forced. All contributing parties must view it as necessary in order to achieve successful program operation. If this does not occur, then conflicts and problems will erupt, demoralizing staff and seriously limiting program effectiveness. Requiring that all participating agencies contribute an equal share of

the resources, whether it be funding, facilities, or staff time, will help instill a feeling of joint ownership and, hence, responsibility for the program.

• The use of cross-agency inservice training can aid the development of interagency coordination. Inservice staff development training can foster communication and an understanding of different agencies' mandates and policies, and provide an awareness of each person's job responsibilities.

• The assignment of a person(s) or an interagency committee to oversee the program and provide support is of significant importance to maintaining a cooperative program. Programs have collapsed due to factors which might have been minimized by an interagency coordinator(s) or committee (*Programs for Transition from School to Work*, 1985)

Q. What are the steps in developing a cooperative agreement?

A. In a study of successful interagency projects, John McLaughlin of Virginia Polytechnic Institute and State University suggested that collaboration is most effective when planners have a plan, start small, proceed with order and method, approach each step in a timely and persistent manner, and, finally, communicate.

• Have a plan: Set up a planning process which permits each agency to identify goals, objective, and priorities. Discuss commitment of resources.

• Start small: Begin with one established priority and generate successful collaboration for that objective. Failure can result from overcommitment.

• Proceed with order and method: Proceed with an orderly system for prioritizing and selecting goals for collaboration.

• Approach each step in a timely and persistent manner: Operationalize the action plan as scheduled. Set up a mechanism for review and modification of action steps by the planning group.

• Communicate: Communication between and among planners is vital. Failures in communication lead to a breakdown in implementation. Interagency planning demands full communication between each participant. Keep each member fully informed. Document in writing key decisions (Valentine, Truby, Pisapia, 1982).

Q. What are the components of an interagency agreement?

A. According to Elder (1980), when an agreement is completed, it should have the following components:

- Clear statement of purpose with goals and measurable objectives.
- Definition of terms central to the operation of the agreement.
- Precise delineation of services to be provided by each agency.
- Statement of fiscal responsibility (if required) for each service provided.
- Designation of roles and responsibilities (within and across agencies) associated with each service or collaborative activity.
- Designation of staff positions within each agency responsible for:
    - Implementing the service
    - Monitoring the implementation
    - Negotiating change when necessary
- Specification of general administration procedures including:
    - Scheduled meetings
    - Time period for the agreement
    - Client management
    - Mechanisms for change
- Evaluation plan for determining the extent to which the agreement's short- and long-term objectives are met.

Q. Who should be responsible for coordination of interagency agreements?

A. An individual(s) or committee should be assigned to monitor the program. When there is no such entity to advocate for the program, cooperative efforts may be eliminated from state budgets or die from lack of interest.

Both local programs and state-level programs need someone responsible for monitoring and advocating for them. The coordinator keeps channels of communication open, initiates meetings and other events, provides technical assistance, takes responsibility for paperwork, and works on any problems which may arise. If this role is not filled, participants in the cooperative effort tend to get caught up in their own agency concerns and the cooperative effort falters.

Q. Do cooperative agreements exist in Missouri at both the state and local levels?

A. Missouri has several examples of excellent coordination between agencies. One of the older cooperative agreements is between the Division of Vocational Rehabilitation (DVR) and local education agencies (LEAs). This coordination began in 1964 and resulted in what is called the Cooperative School Work Program. Both DVR and the LEA sign an agreement indicating their responsibilities in helping individuals with disabilities make the transition from school to work.

At the local level, examples of cooperation also exist. Within Columbia, agencies involved in placement of individuals have developed an agreement that designates responsibilities from special populations and eliminates duplication of placement services. (Copies of these agreements are included.)

Agreement of Cooperation Between: The Division of Vocational Rehabilitation, Missouri State Department of Elementary and Secondary Education and The Public School Districts Within the State

Purpose of the Agreement

It has been demonstrated that an effective way to meet the needs of students enrolled in special education is to emphasize vocational experiences in the secondary school setting. In order to involve the Division of Vocational Rehabilitation, Department of Elementary and Secondary Education, in this process, certain procedures must be closely followed.

The purpose of this agreement is to implement procedures that will permit the Division of Vocational Rehabilitation to encumber funds for services that are not readily available to the student by the local school district.

Agreement of Cooperation

The Division of Vocational Rehabilitation of the State Department of Elementary and Secondary Education agrees:

A. To assign a rehabilitation counselor to work with the local school district and the assigned special education teacher in the development and implementation of a vocationally orientated program.

B. To determine the eligibility for rehabilitation services of students with disabilities referred to the agency.

C. To provide necessary services to eligible students with disabilities in accordance with the State Plan for Vocational Rehabilitation providing that these services shall not conflict with the service responsibilities assigned to the public school district by Public Law 94-142, the "Education For All Handicapped Children" Act of 1975. Services will be provided only in instances where funding through P.L. 94-142 sources are not readily available.

D. To approve the nature and scope of services to be provided by Vocational Rehabilitation, as distinguished from training courses and other services which are included in the school curriculum.

E. To provide administrative, technical, and consultative services as may be needed through state and district Vocational Rehabilitation staff.

F. The assigned Vocational Rehabilitation counselor will be available to serve as a participant in the development of the Individual Education Plan (IEP) and will correlate the Individualized Written Rehabilitation Program (IWRP) with the IEP of the student who is disabled to assure common objectives and goals and to assure total planning for the student.

G. To provide a copy of the IWRP to the public school district.

H. To perform other duties and functions necessary to carry out the program as described in the attached plan.

The participant Public School District agrees:

A. To establish education cooperative class on a secondary level.

B. To designate a certificated special education teacher to serve as a vocational adjustment coordinator to work with the Vocational Rehabilitation counselor assigned to the local school district.

C. To provide a minimum of one period per school day for release time to the vocational adjustment coordinator for each eight to fifteen students with disabilities in the work experience program for adequate supervision.

D. To provide access to and copies of school records and evaluations required by Vocational Rehabilitation before services may be authorized by the Division.

E. The VAC will be available to serve as a participant in the development of the IWRP and will correlate the IEP with the IWRP in order to assure common objectives and goals and to assure total planning for the student with disabilities.

F. To indicate on the student's IEP that the school lacks the resources to provide the needed services or is unable to provide the service in a timely manner.

G. To provide a copy of the IEP to the Division of Vocational Rehabilitation.

H. To consider the amount of funds expended by DVR in a school year in determining future budgetary needs in order to meet their legal responsibilities.

I. To perform other duties and functions as assigned and necessary to carry out the program as described in the plan.

The agreement may be terminated by either party hereto on thirty (30) days written notice.

This agreement shall become effective upon its signing by the duly authorized representative of the parties hereto.

_____ _____

Superintendent, Date

_____ School District

_____ _____

Don L. Gann, Assistant Commissioner
Division of Vocational Rehabilitation

Date

SELF–AWARENESS CHECKLIST

Complete this form for your own information. This personal information should be considered in planning your future. It can be very helpful as you begin your educational plan. These factors influence your educational success. You may want to consult a parent, friend, or teacher to help in determining answers to some of these items. In fact, you may find it interesting to make a copy of this form and ask someone else to fill it out with you in mind, then compare *their* answers with your own perception of how you function.

BEHAVIOR

Usually	Seldom
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

1. Follow a schedule
2. Ask good questions
3. Give good answers
4. Repeat questions
5. Organize well
6. Keep track of time
7. Seek help:
   a. from appropriate person
   b. at right time
   c. when necessary
8. Sit for long periods of time

LEARNING ACTIVITIES

Usually	Seldom
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

1. Concentrate in a noisy room
2. Put off studying
3. Follow written directions
4. Follow spoken directions
5. Listen well
6. Write well
7. Read well
8. Comprehend reading material
9. Know addition, subtraction, multiplication, division
10. Know fractions
11. Know decimals
12. Know percentages
13. Take tests well
14. Complete assignments on time
15. Memorize information
16. Know what to study
17. Take notes well
18. Pay attention in class

INTERPERSONAL RELATIONS

Usually	Seldom
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

1. Spend most time alone
2. Spend most time in groups
3. Relate to teachers well
4. Understand rules/requirements
5. Is self–confident
6. Has common sense
7. Is easily distracted
8. Makes friends easily

CAREER INTERESTS

Indicate using a checkmark ( ) your three areas of greatest interest.

_____ 1. Mechanical
_____ 2. Building Trades
_____ 3. Custodial Services
_____ 4. Food Service
_____ 5. Recreation Services
_____ 6. Communications
_____ 7. Health Care
_____ 8. Electronics
_____ 9. Fashion/Clothing/Beauty
_____ 10. Other

Other Factors to Consider

1. Medical needs such as medication or dietary requirements:

2. Number of hours of employment while attending school:

3. Family responsibilities:

4. Transportation difficulties:

5. Athletic/team commitments:

6. Previous record of class attendance and/or tardiness:

7. Educational goal:

8. Commitment/motivation for educational goal:

Vocational Special Needs Review Guide for Correctional Institutions and Division of Youth Services

	Key Questions	On-Site Record(s)
1.	Does the eligible recipient's philosophy of Vocational Education reflect federal and state goals and priorities for students with special needs?	• Copy of philosophy
2.	Has each eligible resident enrolled in a Vocational Education program received an assessment of his/her interests, abilities, and special needs with respect to his/her potential for successfully completing the Vocational Education program?	• Written procedures (assessment process)
3.	Do the assessment results include occupational interests, aptitudes, abilities, special services needed, and attainable vocational goals and objectives?	• Assessment reports
4.	Are the vocational assessment results used to formulate a realistic vocational plan for each eligible resident?	• Copy of plan
5.	Does the eligible recipient provide equal access to vocational education programs, services, and activities for residents regardless of their sex, age, race, color national origin, or handicapping condition?	• Enrollment make up • Accommodations for individuals with Limited English Proficiency (LEP)
6.	Does the eligible recipient provide equal access to qualified residents in enrollment?	• Selection criteria or admissions model
7.	Is equal access provided for eligible residents to the full range of training opportunities?	• Enrollment information
8.	Does the eligible recipient provide Vocational Education programs and activities for students with disabilities in the least restrictive environment?	• Copy of IEP
9.	Is a representative from Vocational Education included in the Individual Education Program (IEP) process where appropriate?	• Copy of IEP

10.	Does each eligible resident who enrolls in a Vocational Education program receive special services (i.e., VRE counseling, supplemental staff, adaptation of curriculum, instruction, equipment, and/or facilities) designed to meet the special needs identified during a vocational assessment?	• Support services • Curriculum and instruction adaptation • Equipment modifications
11.	Does the eligible recipient provide equal access to residents in placement/transition activities?	• Record of transition activities
12.	Does the eligible recipient provide opportunities for administrators, counselors, and vocational instructors to participate in inservice activities designed to increase their competencies for successfully integrating eligible residents into vocational training programs?	• Inservice policies • Records of participation
13.	Have all professional staff employed to serve eligible residents availed themselves to inservice training when notified and their presence is requested by the Vocational Special Needs and Guidance Services Section, Department of Elementary and Secondary Education?	• Records of participation
14.	Is the eligible recipient providing approved services or activities?	• Certification records • Daily schedule of special needs personnel • Advisory committee records

Department of Elementary and Secondary Education, Vocational and Adult Education, Special Needs and Guidance Services

Vocational Services for Special Populations

	Key Questions	On-Site Record(s)
1.	Has the eligible recipient identified students who are members of special populations?	• Special populations report • Definitions (Perkins Vocational Act of 1990)
2.	Are students who are members of special populations provided with assistance to enter vocational education programs?	• Admissions policy/procedure for special populations
3.	Has each student enrolled in a Vocational Education program who is a member of special populations received an assessment of his/her interests, abilities and special needs with respect to the potential for successfully completing the Vocational Education program?	• Assessment process which measures occupational interests, aptitudes, abilities, special services needed, and provides attainable vocational goals and objectives
4.	Are the vocational assessment results used to formulate a realistic vocational education plan for each student who is a member of a special population?	• Copy of plan (IEP or IVEP)
5. a.	Are special services designed to meet the needs identified through the student assessment process being provided?	• Yes ___ No ___ Partial ___
b.	Do these services include strategies such as resource personnel, counseling services, supplemental staff, resource materials, basic skills instruction, equipment, equipment modification, curriculum modification, instructional aides and devices, etcetera?	• List of services and strategies
6.	Are guidance, counseling, and career development activities conducted by professionally trained counselors who are associated with the provision of special services?	• Appropriate certificates

7.	Is the eligible recipient providing approved services or activities?	• Certification records • Daily schedule of special needs personnel • Advisory committee • Inservice policies • Record of inservice participation
8.	Are counseling and instructional services and activities designed to facilitate the transition from school to post-school employment and career opportunities provided?	• Transition plan
9.	Does the transition plan include pre-employment skills training, placement services for entry into the labor market, and guidance services to facilitate the transition to further training?	• Transition plan
10.	Are relevant training and vocational activities furnished to men and women who desire to enter occupations that are not traditionally associated with their gender?	• Enrollment of students in nontraditional programs and a list or description of activities and services provided to them.

Provisions for Members of Special Populations (Equal Access)

11.	Does the eligible recipient provide equal access to students who are members of special populations in recruitment and placement?	• Recruitment materials and activities • Placement comparison
12.	Is emphasis placed on members of special populations successfully completing the vocational program in the most integrated setting possible?	• Yes ___ No ___ Partial ___

13.	Are students who are members of special populations provided equal access to the full range of vocational education programs, services, or activities including occupational specific courses of study, cooperative education, apprenticeship programs, and to the extent practicable, comprehensive guidance and counseling services?	• Enrollment comparison by program • Records of participation • Guidance assignments
14.	Are individuals discriminated against on the basis of their status as members of special populations?	• Disclaimer statement on literature produced for distribution
15.	Is monitoring conducted of the provision of vocational education for students who are disadvantaged and students with limited English proficiency to ensure their access to such education is in the most integrated setting possible?	• Written descriptions of monitoring process (local)

Provisions for Individuals with Disabilities

16.	Are vocational education programs, services and activities provided in the least restrictive environment in accordance with P.L. 101-476, Individuals with Disabilities Education Act, and whenever appropriate, included as a component of the individualized education program (IEP).	• Enrollment comparison • Copy of IEP
17.	With respect to individuals with disabilities, is assistance provided in fulfilling the transition service requirements of P.L. 101-476, Individuals With Disabilities Act?	• Transition Plan

18.	Are the rights of students with disabilities protected as guaranteed by one or more of the following: • Individuals With Disabilities Education Act, P.L. 101-476 • Section 504 of the Rehabilitation Act of 1973	• Disclaimer statement • Compliance Plan (P.L. 101-476) • Copy of Civil Right review
19.	Is a representative for Vocational Education included in the Individual Education Program (IEP) process where appropriate to ensure that vocational education is a component of the Individualized Education Plan (IEP) and is monitored and coordinated among appropriate representatives of vocational education, special education, and state vocational rehabilitation agencies?	• Copy of IEP with appropriate signatures • Written description of monitoring process
20.	Is information provided no later than the beginning of the ninth grade year to students who are members of special populations and their parents concerning: • Opportunities available in vocational education • Eligibility requirements for enrollment • Specific courses/programs available • Employment opportunities • Placement rates • Special services available such as guidance and placement services?	• Written description of district process • Copy of mailer • List of offerings • Written description of prerequisites • Other appropriate descriptions
21.	Is information provided upon request concerning admission to vocational education programs and when appropriate, assistance given in the preparation of admissions applications?	• Copy of information • Written description of admissions assistance procedure
22.	Is the information provided, to the extent practicable, in a language and form that the parents and students understand?	• Examples of special provisions

Contacts and Meetings

BEST COPY AVAILABLE

CONTACTS AND MEETINGS

Overview

Vocational counselors for special populations communicate with a number of personnel involved in the education of students who are members of special populations. Some of these persons include vocational and special education instructors, students, parents, administrators, sending school representatives, community agency personnel, vocational evaluators, school counselors, and placement personnel. The contacts between each of these persons are exceptionally important and should not be taken lightly. It is through a carefully orchestrated process that appropriate services to these students are provided. The counselor for special populations may be asked to serve as the liaison between many of these representatives, thus conducting a number of meetings. The counselor for special populations assumes the role of "advocate" for the student from a special population by making appropriate contact with anyone of the above mentioned representatives when it is appropriate. Through careful planning, the counselor for special populations may assist the student in receiving necessary services. Hints regarding these topics are addressed herein.

It may also be necessary for the counselor for special populations to plan and assist with writing the IVEP for students from special populations. This vital role is outlined in this section of the manual.

What are Some Ways the Vocational Counselor for Special Populations Might Maintain Rapport and Communication with Vocational and Other Teachers and Counselors to Ensure a Coordination of Efforts?

The counselor for special populations may wish to serve on the Vocational Special Needs Advisory Committee, thus communicating with other personnel as to the perceived needs of the school. A two-way, open, working line of communication is one of the best ways to maintain rapport with others.

Recognizing others for their contributions to the program can also provide an opening for future positive interactions. Even if programs have been in place for a period of time, if the counselor for special populations has the opportunity to recognize others for their efforts and the positive outcome of those efforts, it can set the tone for the future.

Quarterly meetings to evaluate coordination of efforts and trouble-shoot upcoming events can prevent many problems from occurring. If everyone knows what the other is doing and planning to do, it may reduce duplication of services.

Attend meetings where cohorts gather. If the district has special education meetings, it may be beneficial to attend those meetings which relate to the services provided to students with special needs attending vocational programs. When other vocational teachers are meeting be present to demonstrate interest in understanding others' roles and what services might be shared.

How Can the Vocational Counselor for Special Populations Provide Information to Students Who are Members of Special Populations and Their Parents Concerning Vocational Education Opportunities?

The Carl D. Perkins Vocational and Applied Technology Education Act (P.L. 101-392) says that students and their parents should be informed of the vocational opportunities in their community by the ninth grade. The counselor for special populations may be involved in disseminating this communication to those populations through a variety of methods. Some districts send a general mailing of all vocational options to all students-thus reducing the chances of missing a student who is not yet identified as a member of a special population.

Newspaper articles, radio announcements, and communication with other counselors might aid in this effort as well.

The counselor for special populations may go to junior or senior high schools in the community to inform students of their options during the scheduling period. The counselor can then personally contact a number of students who would otherwise have missed the mailing or other information.

Providing brochures to instructors or other personnel to distribute to various groups might be another way to contact these students and answer their questions regarding their options.

This early communication is very important, and the counselor for special populations will want to include efforts regarding this topic throughout the school year.

What are Some Methods the Vocational Counselor for Special Populations Might Use to Aid Students and Parents in Understanding Limitations when Defining Realistic Goals and Objectives?

Often it is the case that students at the secondary level have aspirations of becoming something that is not quite realistic. Many want to be rock stars and others brain surgeons. From experience we know that most do not achieve these goals, though some may. It is difficult to draw the line without imposing values. However, effort should be made to help them develop realistic goals and objectives.

When helping a student explore career options, it is often wise to let the student explore how he/she will get to where he/she wants to go. For example: If a student wants to be an auto body repair person and there is every indication this is not the best or even a possible option for him/her, it may be helpful to let the student find that out through self-exploration. Explore with students their likes and dislikes about working. Are they allergic to dust, fumes, odors? Do they hate to get dirty? Do they prefer to work outdoors or with a crowd? Next ask students to determine (through research) what the qualifications are for such a position. Does it require college or further training? Are they willing to get further training? Do they have the prerequisites to be successful in that career? Sometimes students will determine on their own that their skills are not what it takes to do a job, or that they have no interest in taking the required prerequisites for such training.

When the vocational evaluator gives feedback to a student, the counselor for special populations can ask questions about what is appropriate based on the full evaluation. Then the information is not coming from the counselor, but rather from the evaluation report.

It is important to note that the counselor for special populations is not trying to say the student cannot perform a certain job. Rather, based on the vocational evaluation, present grades in classes, the student's attendance records, etc., the student is indicating he/she would not be successful in such a career and is not genuinely interested in preparing for such a career.

On the other hand, it is important to address appropriate vocational options for students. Discussion with the students and parents may assist in the exploration of interest areas and define the careers within those areas for which the student shows potential. The student could select a number of occupations and then begin to prepare for one of these.

A positive attitude is very important in this task!

How Can the Vocational Counselor for Special Populations Coordinate the Process to be Used with Other School Personnel when Informing Students from Special Populations about Vocational Skills and Courses?

Once again, when open lines of communication are ongoing and positive, a team decision can be made as to how to handle this task. It may be beneficial to have the team put together a package of how to disseminate this information, then the team members could take turns presenting it to various groups. This should be coordinated in order to avoid duplication of service as well as miscommunication or confusion.

The counselor for special populations might obtain brochures regarding vocational programs from vocational instructors, ask for updated information annually as well as other information which might benefit students. Often the vocational instructor has a vested interest in recruiting students to the program, and would have thought of methods to utilize in the recruitment process.

The counselor for special populations might also want to coordinate with school counselors to determine their perceptions regarding what students know about prevocational and vocational skills and courses. It may even be beneficial to combine efforts with other educators. For example the counselor for special populations may want to talk to the special educators or school counselors to ensure appropriate vocational/prevocational goals and objectives are a part of a student's IVEP or IEP.

In some schools, the counselor for special populations may utilize his/her expertise by providing tours for groups of students. This provides a time for the counselor to address questions the students or instructors might have regarding programs and service options.

How Can the Vocational Counselor for Special Populations Provide Information to the Vocational School, Sending Schools, and the Community about Vocational Services Offered to Students Who are Members of Special Populations?

Many vocational schools have open house sometime during the school year. This might provide an appropriate opportunity to address these groups. In the planning open house, the counselor for special populations might coordinate the efforts of each program and then review it with the groups to ensure accuracy as well as inform each other of the many options within the building. An end of the year acknowledgement ceremony/dinner/celebration can also provide an opportunity to inform personnel of the many opportunities in their building. These are two excellent occasions to recognize sending school personnel who have taken an active role in the vocational program. Community members might also be invited to share in the occasion.

Invite the community, sending schools, and vocational staff to gatherings on a quarterly basis if possible. A back-to-school evening early in the year can introduce programs to many people. A mid-year open house, displays at a local shopping center, or recognition of competition being conducted at the vocational school might help others to understand the many options offered in the vocational/technical program.

It may also be necessary to go to the sending schools and present a program on the options open to students. This provides an opportunity to meet a larger population and to address their specific concerns on their turf.

What are Some Suggestions for Working with Vocational Evaluators when Consulting on Cases, Sharing Information about Students and Exploring Vocational Program Options?

All students from special populations are to receive a vocational assessment before entering vocational programs. It is, therefore, very important for the counselor for special populations and the vocational evaluator to maintain contact and communicate on a regular basis. There are a number of ways to utilize the expertise and role of each of these people for the betterment of the students. Some of these include:

- When the counselor for special populations finds out a student with special needs has shown interest in taking a vocational class, he/she may refer the student to the evaluator.

- Once the evaluation is completed, the evaluator, the counselor for special populations, the student, and other involved persons need to meet to review the outcome of the evaluation and make suggestions regarding vocational placement options.

- If the counselor for special populations finds a student in a vocational class who shows a deficit in a particular area, that student might be referred for a vocational evaluation to assess specific concerns and identify methods to assist the student in the program.

- If the counselor for special populations goes to sending schools to recruit or in any way inform students, faculty, or parents of vocational options, it might be appropriate to consult with the evaluator to explain the specific strengths required for success in various programs.

It would also be appropriate for the counselor for special populations and the vocational evaluator to be involved on the same advisory committee in order to continue to assess other ways their services might be coordinated.

What are Some Suggestions for Developing Referral Procedures Between the Program Areas and Staff (Evaluators, Instructors, Administrators, Counselors, Placement Personnel, Etc.)?

Each person in the vocational/technical or comprehensive high school has a specific role to play in the education of students who are members of special populations. One suggestion for coordinating these services would be to form a committee of representatives from each of the areas listed above. These people would best answer the methods which would work in their school setting to develop referral procedures.

Before this committee meets the counselor for special populations might want to develop a sample referral procedure plan. This plan could than be adapted to fit the needs of the groups represented. Referrals might be made to the counselor for special populations, the placement specialist, or the vocational evaluator. No matter which referral is needed, a smooth process is very important in order to insure a timely intervention.

Some suggestions for making referrals include:

- Anyone can make a referral by contacting the person who provides that service in the school. This referral should be made in writing in order to reduce the likelihood of someone forgetting to act on a referral, delaying referral procedures, or duplicating the referral.

- It may be necessary for all referrals to go through one person.

- It may be appropriate to assign an equal number of students to various faculty who would be responsible for handling any concerns regarding the student.

Whatever the referral process used, it must be carefully scrutinized in order to maintain its effectiveness.

What are Some Suggestions for Assisting with the Development and/or Implementation of the IEP/IVEP for Students from Special Populations?

The counselor for special populations may be on the IEP team developing the goals and objectives for students with disabilities from entering or continuing in vocational classes. Most often, the VRE (usually funded to assist students with disabilities) would serve on the IEP team as the representative from vocational education. The counselor for special populations may be instrumental in the coordination and writing of the IVEP for other students from special populations in vocational classes.

The writing of an IVEP should be conducted by a team of representatives including the student, parent, counselor for special populations, administrator, vocational teacher, and other involved personnel. The IVEP does not need to be long and involved, but is does need to include:

- The program the student is going to enter and the long range vocational goals;

- Goals and objectives related to the long range goals;

- A tentative sequential list of courses the student will follow throughout high school;

- The resource (support) services needed (including any modifications or adaptations necessary for the student to succeed);

- Assessment results concerning the student's interests, aptitude and abilities;

• A transition plan for the student upon leaving the program (long-range plans for placement or further training).

In addition to these components, the counselor might include learning styles, study skills and habits, strengths and weaknesses. The vocational plan should be reviewed annually. (See Resources for sample IVEPs.)

(Maxam, Boyer-Stephens, & Alff, 1986).

IVEPs are required documents for all nondisabled students from special populations who are receiving vocational education services through the Carl D. Perkins Vocational and Applied Technology Education Act. The IVEP should contain vocational goals for students enrolled in a vocational training program.

Vocational goals are individualized and based on the student's needs. They help the teacher in planning learning experiences to meet the student's goals. When the assessment of the student's needs shows that he/she could benefit from early entry into a vocational program, this can occur; but the student must be a least a ninth grader or fifteen years of age. An IVEP is the vehicle whereby teachers and resource personnel can describe the student's needs and state specific goals for him/her to attain each year in the vocational program. An IVEP is considered confidential.

When appropriate, information from the Missouri Comprehensive Guidance Program may be used to write IVEP goals and objectives. The Comprehensive Guidance Program may also be intertwined through utilizing those lesson plans. Thus the counselor for special populations continues to assist specific students while functioning in a similar manner to other counselors in the state.

How Might the Vocational Counselor for Special Populations Assist with Classroom Management Techniques?

The counselor for special populations may be called upon by instructors, students, or others to assist with classroom management techniques. As an observer, the counselor for special populations might note circumstances surrounding management concerns. If the instructor has asked for assistance, the counselor would be in a favorable position to provide feedback. It this is not the case, evaluating program strengths and concerns may provide another option to assist teachers in strengthening classroom management techniques. Brainstorming sessions with a number of instructors regarding the management techniques utilized may pose still another option.

Offering to help the instructor may be a positive way to aid in classroom management growth. Provide the teacher with a number of possible options and perhaps check back a week or two later to see what was selected. Later, meet to discuss how the option is working or if other options may need to be discussed or tried.

Vocational Counselor for Special Populations

If a student is disruptive in a classroom, it may be appropriate for the teacher to send the student to the counselor. However, the role of the counselor should not be misinterpreted by anyone as that of a disciplinarian. The role is one of counseling and aiding the student in behavior change.

The counselor might want to suggest other intervention techniques which the instructor might utilize such as peer grading or peer monitoring, restructuring of the class schedule of work, or providing for a variety of activities within a period of time to allow the student to move about the room and break up the day.

Resources

- Sample IVEPs
- Four Year Plan

IVEP

	9th GRADE	10th GRADE	11th GRADE	12th GRADE
	CREDITS	CREDITS	CREDITS	CREDITS
CLASSES 1st Semester				
	TOTAL	TOTAL	TOTAL	TOTAL
CLASSES 2nd Semester				
	TOTAL	TOTAL	TOTAL	TOTAL

ACADEMIC SHORT TERM GOALS

VOCATIONAL SHORT TERM GOALS

SOCIAL BEHAVIOR SHORT TERM GOALS

Contacts and Meetings

Individual Vocational Education Plan

Prepared for _____ Expected Graduation 19_____

Long Range Vocational Goal _____

TENTATIVE CLASS SCHEDULE 1st Semester	2nd Semester	DESCRIPTION OF SERVICES
Grade 9		
19__-__		
Annual Goal/Objectives		
	Attained?	
Grade 10		
19__-__		
Annual Goal/Objectives		
	Attained?	
Grade 11		
19__-__		
Annual Goal/Objectives		
	Attained?	

TENTATIVE CLASS SCHEDULE 1st Semester	2nd Semester	DESCRIPTION OF SERVICES
Grade 12		
19__-__		

Annual Goal/Objectives _____

_____ Attained? _____

After Graduation

Prepared By	Position	Date

Projected Date(s) for Review/Update _____

Comments:

INDIVIDUAL VOCATIONAL EDUCATION PLAN

CONFIDENTIAL INFORMATION

Informal Vocational Assessment Summary

Student's Name _____ Age _____ Sex _____ DOB _____ Home School _____ Grade _____
Parent's Name _____ Address _____ Phone _____

I. GOALS

A. Vo-tech training interests
   1st choice _____
   2nd choice _____
B. Goals/interests for after high school graduation.
   1. _____
   2. _____
   3. _____
C. Parents comments _____
   _____
   _____
D. ATTACH COPIES OF STUDENT'S 4-YEAR PLAN AND TRANSCRIPTS.

II. BACKGROUND/READINESS

A. Prior training/experience
   1. Work experience
      a. Paid _____
      b. Volunteer _____
      c. Other (school jobs, etc.) _____
      _____
B. Coursework
   1. Practical arts classes and grades.
      _____ _____
      _____ _____
      _____ _____
C. ACCESS SKILLS (attach checklist)
   _____ Adequate _____ Lacking in some areas
D. Physical characteristics
   1. Height _____ 2. Weight _____
   3. Vision _____ Glasses _____ Contacts _____
   4. Hearing _____
   5. Medications _____
   6. Physical limitations _____
      _____

E. Attendance
   1. Number of days missed: This year _____ Last year _____
   2. Suspensions/detentions: This year _____ Last year _____
   3. Excessive tardies _____
      Reasons _____
      _____

F. Grooming/behavior skills
   _____

E = Excellent
A = Adequate
NI = Needs Improvement

	E	A	NI
Wears appropriate clothes			
Clothes neat and clean			
Hair neat and clean			
Takes daily shower/bath			
Brushes teeth daily			
Keeps hands clean			
Uses make-up appropriately			
Peer interactions			
Interactions w/authority			
Reaction to criticism			
Attention to task			
Ability to follow oral directions			
Ability to follow written directions			
Quality of work			
Quantity of work			
Initiative			
Works safely at all times			
Turns in assignments			
Attitude towards school			
Fine motor skills			
Gross motor skills			

III. RECENT TEST DATA

A. Intelligence
WISC-R
Date _____ Other _____
Verbal _____
Performance _____
Full Scale _____

B. Achievement
Test _____ Date _____
Reading _____
Math _____
Written Language _____
Spelling _____

C. Aptitude (Aptitude tests, observations)
ASVAB Date _____ GATB Date _____
OTHER/Date _____

Strengths	Weaknesses
_____	_____
_____	_____
_____	_____
_____	_____

D. Interest Inventory
Inventory Used _____
Area of Interest _____

E. Preferred Learning Style
___Auditory ___Visual ___Kinesthetic ___Combination

IV. RESOURCE INFORMATION

A. Special Services Teacher _____

B. Counselor _____

C. Date of last IEP/IVP review _____

D. ATTACH COPY OF IEP/IVP

V. SPECIAL LEARNING NEEDS

A. Diagnostic category

_____

B. Areas of strength
1. _____
2. _____
3. _____

C. Areas of weakness
1. _____
2. _____
3. _____

D. SPECIAL CONSIDERATIONS NEEDED
(Please check)

____ Notification of special teacher or counselor concerning
____ reading assignments
____ written assignments
____ math assignments
____ tests
____ Supplemental study guides or hand outs
____ Assistance with note-taking
____ Needs to use calculator
____ Sit near front of room
____ Tests read to student
____ Additional time needed to complete tests
____ Adjusted course curriculum
____ Pass/Fail grading
____ Use of behavior contracts
____ Career counseling
____ Monthly progress reports
____ VRE monitoring/counseling
____ Parent contact
____ OTHER (health related, assistive devices, etc.)
____ _____
____ _____
____ _____

FOUR YEAR PLAN
Student Information

Name _____ Grade _____

Vocational Class _____ Time _____

Sending School _____ Age _____

Long Range Vocational Goal _____

Short Term Goals _____

_____

Freshman Year	Credit	Sophomore Year	Credit
Junior Year	**Credit**	**Senior Year**	**Credit**

Will you have all credits necessary for graduation? Yes No Don't Know

If not, what are you lacking? _____

Postsecondary Concerns

BEST COPY AVAILABLE

POSTSECONDARY CONCERNS

Overview

At many postsecondary institutions, role ambiguity may be the norm rather than the exception. Working with adults is quite different from the secondary level, although much of the information in this manual is applicable to the postsecondary counselor for special populations. An adult will turn for help to any individual in the postsecondary setting with whom she or he feels a rapport. Often, counselors fulfill this need, and it is possible that a vocational special needs counselor may find himself or herself helping an individual who is not eligible for services under the Carl D. Perkins Vocational and Applied Technology Education Act. However, many community college students are eligible, and counselors for special populations might play a role in determining this eligibility.

The postsecondary counselor for special populations can and does perform a variety of duties; such as individual counseling, writing IVEPs, advocacy work throughout the institution for students, and meeting with families of students. This section is designed to outline some of these various duties, give suggestions and resources for performance of the duties, answer questions which have been raised in relation to the position of counselors for special populations (Survey, 1986), and aid counselors in their attempt to interface with other personnel both within and outside of the postsecondary institution in which they work.

What is the Major Role of a Vocational Counselor for Special Populations at the Postsecondary Level?

Vocational counselors for special populations receive partial or full funding from the Carl D. Perkins Vocational and Applied Technology Act to work specifically with students enrolled in vocational-technical classes who are eligible for these services (see Legislation section to determine eligibility requirements). The goal of counselors for special populations is to aid students in realistic career choices, entry into a vocational-technical area, successful completion of that class, and finally in transition from school to a related job. These four general goals encompass many different activities, but each activity should be individualized to meet the needs of the student.

What is the Role of the Vocational Counselor for Special Populations in the Vocational Assessment?

The role of a counselor for special populations regarding vocational assessment may vary depending upon the variety of services offered in the postsecondary setting.

Some community colleges have a vocational evaluation laboratory. When this service is available, a counselor for special populations should refer students to the vocational evaluator. Students who have no career direction, who are having difficulty with class(es) they are enrolled in or who have found they do not like the previously chosen career area; or students whose potential for a vocational area is in question, could all benefit from

participation in a vocational evaluation. The counselor for special populations not only refers the student, but should ensure that the student understands the reasons for the evaluation, the process that will take place, and insure the student feels comfortable with the evaluator.

Where no formal evaluation services are available, the counselor for special populations will usually conduct the vocational assessment personally, using both informal and standardized instruments in order to determine the student's interests, aptitudes, and any special needs he or she might have. Basic counseling skills are vital as the student must feel comfortable with the counselor and the evaluation process. It is also important to use appropriate instruments and give the student frequent feedback. (See Resources section for a list of appropriate instruments.)

The student should be assessed for learning style, study skills and self-concept, as well as reading, math and writing skills. Informal instruments can be developed as well as structured interviews designed to elicit the information necessary. Often the counseling center on campus will allow access to standardized testing in some of the above areas. Also of importance are the significant others in the student's life and their support of the student's efforts.

What Happens After Assessment?

Assessment should be an ongoing process. Once the initial assessment is completed a career goal is decided upon and enrollment takes place, the Individualized Vocational Education Plan (IVEP) will contain both long and short term goals which the student and counselor can re-assess at various points in the educational process. These "checkpoints" allow the counselor for special populations and the student to:

- Oversee the progress being made,
- Gain reinforcement for reaching a goal or objective,
- Manage the educational process in a proactive way (rather than attempting to correct a crisis situation),
- Develop networks in the community in a timely manner so transitions are accomplished smoothly, and
- Make changes as necessary in the goals or objectives so the vocational plan is kept current.

(See Sample IVEPs in Resources.)

How Can the Vocational Counselor for Special Populations Best Work Cooperatively with Basic Skills Instructors and Other Resource Personnel At The Postsecondary Level?

The vocational counselor for special populations might coordinate services offered to students with special needs at the post-secondary level. If a basic skills instructor (BSI) or other service delivery personnel are employed on campus, it may be helpful to form an advisory committee of these persons in order to study the needs and address ways to improve services for students who are members of special populations. This group might also coordinate class placement and writing IVEPs.

A joint effort in providing a network for communication between service providers and persons needing services may be another way for the counselor for special populations, the BSI, and others to coordinate services. This may be accomplished through the development of a booklet or pamphlet regarding all services offered and how to access these services. Planning of inservices to deliver this information to students and instructors may best be accomplished through combining efforts and resources. This "team" might also address the needs of the community in accepting and hiring persons who are members of special populations.

What are Some Suggestions for Networking Other Resources On and Off Campus to Assist the Student from a Special Population at the Postsecondary Level?

The counselor might compile a list of agencies in the community as well as on campus to determine what services are available and how to contact each. A checklist of services each of these agencies provides would expedite the process of actually locating an appropriate agency for a specific need.

Establishing a network of campus or off campus resources might be necessary in some instances. The counselor of special populations along with other service personnel may choose to set up a speakers bureau of persons who could volunteer to go to any class or group on campus to inform others of the resources available and how to obtain assistance through them. Maintaining open lines of communication between each of the resource providers would be extremely beneficial in order to accommodate the needs of students, instructors, employers, and other community personnel.

Where Can a Vocational Counselor for Special Populations Find Material Useful for Serving Students with Limited English Proficiency (LEP)?

Though there are marked differences among various ethnic groups in the United States, the mission of public schools is to educate <u>all</u> school-aged children who desire a free education. With over 3,000 students with limited English proficient (LEP) in Missouri's public schools, it is important to acknowledge and respect the cultural differences. It is also important to recognize the difficulties these students may encounter in their new educational programs. <u>Meeting the Needs of Limited English Proficient Students</u>, by the Missouri Department of

Elementary and Secondary Education (1987) provides answers to many questions teachers and administrators might have regarding educating these students.

A bibliography of materials specifically designed for use with students who have LEP is available through the Refugee Materials Center, U.S. Department of Education, 10220 N. Executive Hills Blvd., 9th Floor, Kansas City, Missouri 64153. A sample of the materials listed in that resource includes:

- Woodworking Safety Tests (safety tests for woodworking curriculum); English/Cambodian
- Senior High Health Supplement; English/Vietnamese
- Strategies for Using External Resources in Bilingual Vocational Training Programs: A Guide for Program Planning and Operation
- VESL for Bluepring Reading; Laotian/Vietnamese/English
- Office Occupations: Bilingual Vocational Glossary; Laotian/English
- The Cantonese Manual for Health Professionals; English/Chinese
- First Aid: A Bilingual Science Program; Vietnamese
- Employability Skills for ESL Students
- Fun with Fractions; Spanish

What Are Some Suggested Ways to Work with Vocational Instructors or Other Instructors Who are Teaching Students from Special Populations?

The interactions between the counselor for special populations at the post-secondary level and the secondary level regarding this type of service should not vary a great deal. For further information, refer back to the section on contacts and meetings and examine a similar question.

What are Some Suggestions for Motivating Students from Special Populations and What Resources are Available?

Motivation is an important factor when working with any student. Students from special populations may require a variety of techniques to motivate them. Listed below are some suggestions for the counselor for special populations to use or suggest to other teachers when attempting to motivate students.

• Teach to the learning style(s) of each student. Individualizing the classroom to accommodate various learning styles can help to motivate students. When lessons are geared to student learning styles, the student is more likely to complete the work.

• Determine the students' interests and capitalize on them when presenting new information or putting together a new unit.

• Personalize programs by demonstrating genuine interest in the student.

• Provide motivating field trips, films, guest speakers, and activities.

• Maintain a flexible, innovative, and creative program of study which is "person-oriented."

• Assign team projects so students can demonstrate their knowledge and learn from others.

• Allow for choices in assignments and lessons.

• Instead of one or two major assignments per semester, give frequent smaller assignments. Grade them immediately and return them with constructive criticism.

• Encourage students to improve and continue trying.

• Provide brown bag seminars during the day.

• Provide evening seminars for students in night classes.

• If possible, provide child care during seminars and other events.

• Attempt reciprocal teaching. Some classes may be structured in a way that would permit students to present portions of the instruction.

• Provide a positive environment.

• Make assignments clear, provide examples of completed assignments, and answer questions as they arise.

• Let students know when they have performed successfully.

• Utilize performance contracts (set goals). Students may contract for grades with only A, B or C grade choices.

• Allow students to recognize others (or themselves) for outstanding work by voting on the "outstanding student of the month."

- Encourage students to see you during your office hours.
- Vary tasks within a lesson to allow a student to experience understanding through a variety of modes.
- Teach students to self-reinforce and self-motivate by monitoring their own work carefully.
- Harness the student's strengths by assigning a task which utilizes these strengths to benefit the group.
- Brainstorm with students to help them see what they do know.
- Promote classroom discussion.
- Encourage students to become involved in campus activities.
- Make students aware of college resources and encourage them to use them.
- Encourage students help plan and attend special population awareness activities.
- Consciously plan motivators into lesson plans.
- Remember to always make education and learning fun and relate it to the real world.

When attempting to motivate students from special populations, remember to utilize some of the above options or think of others which would provide for individual learning.

The counselor for special populations at the postsecondary level is also confronted with students who are returning after dropping out of school to have a family or earn more money or for other reasons. The counselor's role in this type of situation is to assist this student in preparing for re-entry. This means some long-range planning with the student. The counselor needs to work with the student to make sure all problems have been resolved which caused the student to drop out initially. This may include child care, adequate income, work schedules, transportation or any number of things.

An Intake Questionnaire or Student Questionnaire such as those found in the Resources section of this manual may provide the counselor for special populations with some basic planning strategies for enabling a student to re-enter a program and obtain appropriate services.

The counselor for special populations may also want to read and distribute literature which expresses the changes in our life cycles. One such example would be Passages (Sheehy, 1976). Others include some of the works of Stephen Brookfield. This type of information

helps the counselor and students to maintain a healthy perspective on the needs of an individual in his/her daily life.

How Can the Vocational Counselor for Special Populations Work with a Team to Provide Services for Students from Special Populations?

The counselor for special populations, as coordinator of a team of people working with students having special needs, may want to use the following outline in order to provide services to students.

Parts of this outline may be completed by various members of the team, or may be obtained from other sources.

- Complete an Intake Interview. (See Resources.)
- Complete assessment of the student (if necessary for services).
- Gather data regarding student's grades, interests, achievement levels, ACT/SAT scores, etc.
- Compile a summary of the above information and provide feedback to the student to get his/her input.
- Help student to determine if he/she wants to commit to this program for services. Provide the student with information regarding services and responsibilities of personnel serving special populations.
- Make students aware of their own responsibilities.
- Decide on the number of sessions or hours of assistance needed per week, and set up a schedule of intervention.
- Write the IVEP.
- Assist students in appropriate course selection for the next semester based on current grades and requirement for their majors.
- Assist student in time management techniques.
- Review student attendance in class and discuss.
- Write a counseling session report to summarize each session's progress.

Vocational Counselor for Special Populations

Resources

- Vocational Assessment List
- Sample IVEPs
- Re-Entry Intake Questionnaire
- Student Questionnaire
- Suggested Modifications Memorandum I, II, and III
- Student Academic Assistance Request

SAMPLE

VOCATIONAL ASSESSMENT LIST

Formal

American College Testing Assessment (ACT)

Armed Services Vocational Aptitude Battery (ASVAB)

General Aptitude Test Battery (GATB)

Non–Reading Aptitude Test Battery (NATB)

Test of Adult Basic Education (TABE)

Weschler Adult Intelligence Scale – Revised (WAIS–R)

Woodcock Johnson Psychoeducational Battery – Part I

Key Math

Test of Language Development (TOLD)

Test of Reading Comprehension (TORC)

Perdue Pegboard

Crawford Small Parts Dexterity Test

Bennett Hand–Tool Dexterity Test

Bennett Test of Mechanical Comprehension

Minnesota Clerical Test

General Clerical Test

Revised Minnesota Paper Form Board Test

Kuder Interest Survey

Informal

Job Awareness Interview Questionnaire and Summary Sheet

Needs Interview Questionnaire and Summary Sheet

Skills and Abilities Profile and Summary Sheet

Prevocational Assessment Questionnaire and Summary Sheet

Job Survival Skills Criterion Checklist and Summary Sheet

Work Samples

Personal Awareness and Interest Inventory

IVEP

ELIGIBILITY (Documentation enclosed)

Disabled
- ___ Academic
- ___ Economic
- ___ Limited English Proficiency
- ___ Visual Impairment
- ___ Other (list):
  _____
  _____
  _____
  _____

Handicapped
- ___ Deaf/Hard of Hearing
- ___ Health Impairment
- ___ Mental Retardation
- ___ Orthopedic Impairment
- ___ Serious Emotional Disturbance
- ___ Specific Learning Disability
- ___ Speech/Language Impairment

ESTS/ASSESSMENT ADMINISTERED DATE

Achievement	_____	__/__/__
	_____	__/__/__
Aptitude	_____	__/__/__
Interest	_____	__/__/__
	_____	__/__/__
Prevocational	_____	__/__/__
Other (list)	_____	__/__/__
	_____	__/__/__

VOCATIONAL PROGRAM/CLASS

Enrolled ___
Recommended ___
- ___ Agribusiness
- ___ Business Education
- ___ Consumer Homemaking
- ___ Health Occupations
- ___ Industrial Arts
- ___ Marketing & Distributive Education
- ___ Occupational Home Economics
- ___ Trade and Industrial
- ___ Other (list)

_____
_____

RECOMMENDATIONS

PROGRAM PLACEMENT

Academic: Regular ___ Modified ___
Vocational: Regular ___ Modified ___
Other (list): _____
_____

SKILLS TO BE IMPROVED

- ___ Career Awareness
- ___ Community Living
- ___ Communication
- ___ Computation
- ___ Employability
- ___ Independent Living
- ___ Transitional
- ___ Vocational
- ___ Other (list): _____

SERVICES/PROGRAMS

- ___ Community Agency (specify)
  _____
  _____
- ___ Computer Assisted Instruction
- ___ Cooperative Education (COE)
- ___ Degrees of Reading Power (DRP)
- ___ Double 'E'
- ___ Individualized Instruction
- ___ Integration of Basic Education and Vocational Education
- ___ Missouri Cooperative Work Study Program (MCWP)
- ___ Peer Tutoring
- ___ School Within A School (SWAS)
- ___ Specialized/Adapted Equipment
- ___ Tutoring
- ___ Vocational Counseling
- ___ Vocational Evaluation/Assessment
- ___ Vocational Resource Educator

DATES:

INITIAL PLAN __/__/__
ANNUAL REVIEW __/__/__

LONG TERM GOAL: _____ __/__/__

_____ __/__/__
_____ __/__/__

PREPARED BY

_____
Signature
_____ __/__/__
Title

DEVELOPERS OF PLAN

Student	_____
Parent/Guardian	_____
Voc. Counselor	_____
Voc. Instructor	_____
VAC	_____
VRE	_____
Voc. Evaluator	_____
Other (specify title)	_____
	_____

REVIEWS/REVISIONS

DATE	SIGNATURE	TITLE
__/__/__	_____	_____
	_____	_____
	_____	_____
	_____	_____
__/__/__	_____	_____
	_____	_____
	_____	_____
	_____	_____
__/__/__	_____	_____
	_____	_____
	_____	_____
	_____	_____

130

SAMPLE

Individualized Vocational Plan (IVP)

Class _____ Student _____

Instructor _____ Dates From _____ To _____

Goals and Objectives: _____

_____

_____

Student Strengths (Utilize These)	Student Weaknesses (Help Improve These)	Course Objectives:	Evaluation Procedure	Resources	Changes or Modifications

RE–ENTRY
INTAKE QUESTIONNAIRE

Name _____ Date of Birth _____

Address _____ Phone _____

Postsecondary program desired: _____
(School) (Major)

What do you plan to do for the next semester? _____

When do you plan to re–enter postsecondary education? _____

How will you finance your education? _____

Will you need to save funds to re–enter? _____ If so, how much per month? _____

Will you need assistance upon re–entering school? _____ Yes _____ No

If you will need assistance, who will you contact? _____

What kinds of assistance will you need?

_____ educational assistance (tutoring, etc.)
_____ special class placement/selections of classes
_____ transportation
_____ babysitting

What are your strengths? _____

_____

What are your long–range goals? _____

_____

How do you learn best? _____

_____

STUDENT QUESTIONNAIRE

1. Why were you referred to this program?

2. In what ways do you think this program could be of help to you?

3. What do you view as your greatest strength?

4. What is your area of weakness?

5. What specific frustrations do you notice in meeting educational requirements?

6. What kinds of assistance have you received in the past from other sources/ agencies?

7. What are your current grades?

8. When do you expect/plan to complete your education?

SUGGESTED MODIFICATIONS MEMORANDUM I

Date:

To:

From:

Would you please forward this memo to the appropriate instructor before the beginning of classes, reminding him/her that:

_____ # _____ will be enrolled

in _____ during the _____ semester.

This student is ____ disabled ____ disadvantaged ____ other

This student:

____ learns best through auditory channels:
- ____ has reading difficulties even though vision is normal
- ____ needs to tape lectures
- ____ needs alternate testing procedures, i.e., oral tests, take home tests
- ____ has problems writing because of visual perception dysfunctions
- ____ will be getting textbooks taped
- ____ needs extended test taking time
- ____ needs a writer for exams (please contact our office at least two days in advance)
- ____ needs a note taker
- ____ might have extreme difficulty with essays or essay questions
- ____ will need additional printed class materials taped (please contact our office at least two days in advance)

____ learns best through visual channels:
- ____ has difficulty understanding what is heard even though hearing is normal
- ____ has problems with taped material and movies and therefore written supplements for these kinds of activities are helpful
- ____ needs to sit in the front of the classroom
- ____ needs a note taker

If further information concerning this student is needed, please feel free to contact our office.

SUGGESTED MODIFICATIONS MEMORANDUM II

DATE:

TO:

FROM:

Would you please forward this memo to the appropriate instructor before the beginning of classes, reminding him/her that:

_____ # _____ will be enrolled

in _____ during the _____ semester.

Comment:

If further information concerning this student is needed, please feel free to contact _____, Vocational Special Needs Counselor.

SUGGESTED MODIFICATIONS MEMORANDUM III

TO: Dean _____ **DATE:** _____

FROM: _____ **RE:** Student with Special Needs
VSN Counselor

Student: _____ **Student Number:** _____

Class: _____

Classification

_____ Learning Disabled

_____ Blind

_____ Deaf

_____ Physically Disabled
_____ Uses a Wheelchair

_____ Brain Injured

_____ Academically Disadvantaged

Special Need(s)

_____ May need a volunteer notetaker in the classroom (carbon paper and notetaking paper available in the bookstore)

_____ May need to tape all lectures

_____ May need a lab partner

_____ May need to use a calculator in math class.

_____ May need a reader

_____ May need more time to complete writing assignments and for taking tests

_____ May need to be tested orally

_____ May need objective testing

_____ Will be dependent upon reading lips

_____ Will have an interpreter (using sign language) in class

_____ May need a "table type" desk

_____ May need special services for testing

_____ Other _____

The above list of suggestions is a guide. The student does have a responsibility to talk with you about any special arrangements s/he may need.

STUDENT LEARNING CENTER
ACADEMIC ASSISTANCE REQUEST

SEMESTER: ( ) FALL ( ) SPRING ( ) SUMMER	( ) MALE ( ) FEMALE	ETHNIC	DATE

PERSONAL DATA

LAST NAME	FIRST NAME	SOCIAL SECURITY NO.
STREET	CITY/TOWN	STATE, ZIP CODE
HOME PHONE	WORK PHONE	

TYPE OF ASSISTANCE REQUESTED

IN WHAT AREAS ARE YOU REQUESTING HELP:

CURRENT COURSE SCHEDULE

COURSE	INSTRUCTOR	DAYS/TIME	COURSE STANDING			
			POOR	FAIR	GOOD	UNKNOWN

MAJOR AREA OF STUDY

Please check the area of study which best fits your current goals.

( ) ACCOUNTING	( ) AVIATION TECHNOLOGY	( ) MID–MANAGEMENT/MARKETING
( ) ADMINISTRATION OF JUSTICE	( ) BUSINESS	( ) NURSING
( ) AGRIBUSINESS	( ) COMPUTER OCCUPATIONS	( ) OFFICE MANAGEMENT
( ) ANIMAL HEALTH TECHNOLOGY	( ) ELECTRONICS	( ) SECRETARIAL SCIENCE
( ) ASSOC. IN ARTS (GEN. STUDIES)	( ) ELEM. ED. TRANSFER	( ) WORD PROCESSING
( ) ASSOCIATE IN SCIENCE	( ) IMPROVEMENT OF JOB SKILLS	( ) OTHER _____

AREA BELOW FOR OFFICIAL USE ONLY

NEEDS ASSESSMENT

TYPE OF STUDENT: ( ) NON–VOCATIONAL ( ) VOCATIONAL ( ) VOCATIONALLY DISADVANTAGED

ASSISTANCE RECOMMENDED:

( ) COURSE IN: _____
( ) SKILL DEV. IN: _____
( ) TUTORING IN: SUBJECT: _____
SUBJECT: _____ TUTOR ASSIGNED _____ DATE _____
( ) GROUP REVIEW SESSIONS IN _____
( ) REFERRAL TO: _____
( ) OTHER _____
TUTOR ASSIGNED _____ DATE _____

DISADVANTAGING CONDITION

( ) LANGUAGE DEFICIENCY ( ) READING/WRITING DEFICIENCY	( ) COMPUTATIONAL DEFICIENCY ( ) GENERAL EDUCATION DEFICIENCY	( ) OTHER

EVIDENCE OF NEED FOR ASSISTANCE

( ) SELF REFERRAL ( ) STANDARD SCORES ( ) HIGH SCHOOL/GED RECORD ( ) REFERRAL FROM: _____
EXPLANATION:

EVALUATION

INITIAL EVALUATION	BY	DATE
END–OF–TERM EVALUATION	BY	DATE
SEMESTER G.P.A.: CUMULATIVE G.P.A.:	COURSE GRADE	

Meeting the Needs of Students Who Have Limited English Proficiency

BEST COPY AVAILABLE

Meeting the Needs of Students with Limited English Proficiency

The Missouri Department of Elementary & Secondary Education
State & Federal Program Section
Revised Edition, March 1987
Revised Edition, October 15, 1993

MEETING THE NEEDS OF STUDENTS WITH LIMITED ENGLISH PROFICIENCY

Part I. Suggestions for Administrators

Over one-fifth of the public school districts in Missouri and some 80 nonpublic schools now serve students with limited English proficiency. These students, totaling over 3,100 statewide, represent some 60 different languages and come from a variety of educational backgrounds.

This publication was written for three reasons:

1. The mission of public schools to educate all school-aged students who want a free public education.

2. Federal law requires that school districts do everything reasonably possible to help students with limited English proficiency (LEP) learn productively in educational programs.

3. Methods and resources exist to assist public school educators in helping students with LEP experience success in learning English and in learning academic subjects.

Why this Publication for School Administrators?

School administrators are educational leaders. Although they do not usually get involved in classroom teaching, they have the power and responsibility to allocate resources, set school climate and provide rewards that promote productive learning. Effective learning of English as a second language (ESL), clearly dependent upon good teaching, is unlikely without the support and encouragement of school administrators.

What Materials Might Local School Districts Provide to Families of Newly Arrived Students with LEP?

Local school districts, as perhaps the only agencies to have much contact with the families of students with limited English proficiency (LEP), should consider assembling a packet of materials to orient these families to the school and community. If feasible, some materials in the packet should be in the family's native language, as well as some in English.

The packet may include such items as:

- A word of welcome.
- A map with main streets and highways showing the locations of schools to be attended.
- School enrollment procedures. (Families need to know that there is no tuition and that textbooks are free.)

- The names of the building principal and the school nurse.
- Snapshots of school buildings and of school personnel who will work with the family and students. (This is easily done with an instant camera if such photos are not on file.)
- A floor plan of school building to be attended.
- Information about the yearly school calendar and daily schedule. (Include information about school lunches.)
- Information about transportation options to and from school.
- Information about extracurricular activities.
- Information about the locale, including nearby parks and public services, hospitals, etc.
- The name and address of the appropriate block parents, if such a person exists in this area.
- Information about day care or after-school care.

What Administrative Arrangements Need to be Set Up to Meet the Needs of Students with LEP?

It would be helpful to have an interpreter available when the child registers. Information which would be important to collect includes: prior educational experience, length of time in the United States, native language and medical history. If the child has come into the country with "refugee" status, that should be noted in the record. This information will be needed (as well as length of time in the United States) to apply for funding under the refugee assistance program.

One person should be designated as the coordinator for the new families, their sponsors, and the contact people from each school building. If several language groups are involved, a different coordinator for each group might be advantageous, depending upon the school district's human resources. The district's coordinator(s) should receive some training in dealing with people with limited English proficiency. (See Part III for resource people.)

The coordinator--as well as the superintendent and building principal--will need the names of the sponsor of the family (if there is a sponsor), the family's doctor, someone who may be contacted in an emergency and a person in the community who can serve as an interpreter.

Of special importance: School officials should have the name and telephone number of someone in the area who speaks the native language of the student as well as English and who can be contacted in an emergency.

In each building one person, or one person per given number of students, should be designated as a contact person and advisor for students with LEP. The person may be anyone regularly in the building who has an understanding of the needs of students with LEP--a principal, counselor, nurse, teacher, or full-time aide.

Advance notice, when possible, should be given to the teachers who will have students with LEP in their regular classrooms. Inservice activities and reading materials are available on crosscultural communication and would be quite helpful for the classroom teacher. In addition, one or more teachers should provide special English as a second language (ESL) instruction for students with LEP at certain times each day. All of these teachers should receive appropriate training in ESL and in working with the students. This training is available through several institutions of higher education in the state and through the Annual Statewide ESL Conference and regional workshops sponsored by the Missouri Department of Elementary and Secondary Education.

The ESL teachers should be encouraged to join professional organizations such as TESOL (Teaching English to Speakers of Other Languages) and/or the mid-states group, MidTESOL (Mid-America Teachers of English to Speakers of Other Languages) or NABE (National Association for Bilingual Education). See Part III for further information.

Encourage teachers in each regular classroom to carefully select a "buddy" to assist the student with LEP in adjusting to school, to peer social activities and to the community. Buddies may rotate among eager classmates. They should have the flexibility to talk quietly with the new student during class when it is necessary to explain instructions or content material which the student does not understand. They can show the new student how to find various classrooms, the library, the cafeteria, restrooms, and so on.

Peer tutors are also an excellent help in teaching English as well as content area material. Classroom organization which promotes group/cooperative learning is an effective way to utilize peers in teaching both subject matter material as well as English to newly arrived students. Older children are often effective at tutoring younger students with limited English proficiency.

Is There Money Available to Help Cover Costs Involved with ESL Instruction and Inservice?

There may be direct assistance in federal funds to help cover costs of working with refugee children. It is unlikely, however, that such funds will be available for other immigrant children. Some consultant assistance is available. If you have questions regarding setting up programs, inservicing classroom teachers or administrators, availability of materials, testing and assessment instruments, contact the State and Federal Programs Section, Missouri Department of Elementary and Secondary Education. Phone: (314)751-8281.

At What Grade Levels Should Students With Limited English Proficiency Be Placed?

The general rule is to place the students with LEP at the grade level of their age group in order to facilitate language acquisition and social adaptation. A student who is happy among peers will often develop language more quickly in order to communicate with classmates who are their friends. The vocabulary used by the teacher in one grade varies very little from one grade higher or lower.

What Tests Should Be Given To Students With Limited English Proficiency?

There are English language proficiency tests available for both elementary and secondary students. These will give you an idea of their level of comprehension, verbal skills, vocabulary and writing in English. If they are quite limited in their English, a nationally normed English achievement test will not be very beneficial and taking it may be a very negative experience for the child. A good deal of information exists on this topic. Contact the Department of Elementary and Secondary Education for more information.

How Much Credit Should Be Given for Prior High School Study in the Native Countries?

Local districts will need to examine transcripts from the students' native countries (if available) in deciding how much credit the student is to have earned toward graduation requirements (see Handbook for Classification and Accreditation of Public Schools in Missouri, 1980, p. 41).

Below are examples of policies set by one school district for transfer students from another country. (The district is University City.) Local districts may examine these policies and those from other districts as they set up their own policies.

A. School transcripts from the native country shall be accepted, with corresponding credits assigned. Whenever possible, the native school system should be considered in making the decision.

   Russian schools are scheduled differently from U.S. schools. A child attend public school for a total of 10 years attending a total of 2,100 days. United States students attend for 12 years, totaling 2,088 days at 174 per year. Therefore a Russian transfer student, for example, who has completed 8 years of school in Russia has complete the equivalent of 9 years of American education. Thus Russian students will be placed according to all U. City credit requirements for grade levels except the 8th grade courses taken in Russia will be honored for high school credit.

B. When school transcripts are unavailable, students who have completed the 9th grade or its equivalent in the native country should be allowed to negotiate up to 6 credits. Russian students who have completed the 8th grade in Russia should be allowed to negotiate up to 6 credits. Credits may only be awarded on the basis of a written exam administered by a certificated teacher. Only academic credits will be allowed as follows:

   1. One elective credit in foreign language for native language study for each year in school grade 9 or above (grade 8 for Russian students). Must be tested in writing for verification by a certificated teacher in (the district), or if none exists, by a teacher in the area located by the ESL teacher.

2. One or more math credits for testing out of any math course above first year algebra. Tests to be administered by the math department chairman or designee.

3. One or more science credits for testing out of first and/or second year biology, chemistry, physics, physical science, or earth science (not general science). Test to be administered by the science department chairman or designee.

4. One or more social studies credits for testing out of world history, world geography, or history of the native country. Test to be administered by the social studies department chairman or designee.

• Discretion of the Principal

In matters not covered by the above terms as well as in matters of determining the credibility of testing out procedures or instruments, the principal will use his/her discretion.

How Should Students with LEP Be Graded?

Adjustments need to be made locally for grading the students with LEP. In some courses--art, music, physical education, mathematics--it might be appropriate to give a grade using the same criteria as those used of U.S. students. In many courses, however, it makes little sense--indeed, it is punitive--to grade these students using the same standards as those used for U.S. students. In these cases a pass-fail type of grade might be most appropriate.

Regardless of the grading system used, it is important to inform the parents about their child's emotional and academic progress--whether they are attentive, cooperative, industrious, and progressing in their ability to function in their new environment. Consider setting up a checklist type report care to convey this. If parent-teacher conferences are held, an interpreter may be necessary. This may be the child, a relative, or someone in the community who is willing to assist.

What Courses Should Students With LEP Take?

The students with limited English proficiency will learn some English in a variety of courses. They may find success in some courses practically as soon as they attend the American school. Those courses which do not usually involve high-level verbal skills may include music, art, drafting, shop, sewing, mathematics or physical education. These may be ideal courses for students with LEP when they first arrive in school.

Courses such as English grammar and literature, social studies, and science, which involve reading and writing, might best be taken after students have developed some English proficiency. In their place, one or two hours a day should be given to an ESL class or ESL tutoring. Materials are available to teach English through the content areas of science, social

studies and mathematics. Lesson plans in these publications include many demonstrations and other activities which will further language and writing development.

Whether a student is permitted to earn English credit toward graduation in an ESL class is a matter for local district determination. Several districts do allow credit.

What Should Students Study in their ESL Classes?

The answer to this question is simple: to learn to understand and to communicate in English. This involved listening, speaking, reading and writing. At first, students are taught to listen and carry out instructions. Limited vocabulary and basic sentence patterns should be initiated as soon as possible.

Reading and writing may also accompany the lessons in listening and speaking if the reading and writing relate directly to the content being discussed. For example, if students are discussing drawing with crayons, the teacher may at some point write the word "crayon" on the chalkboard, the names of some colors, and a sentence using those words in simple English. Students may then make statements related to drawing with crayons, which the teacher may write on the board for students to read and copy. How soon reading and writing are introduced is best left to the teacher's discretion.

Textbooks are available for those learning English as a second language. Contact your textbook publisher or the State Department of Elementary and Secondary Education for information. It will be helpful for the ESL teacher to coordinate activities with the classroom teacher.

Discussing content area material in the ESL class prior to its being introduced in the regular classroom will promote greater understanding by the student with LEP. If the students are able to discuss the content material in their native language or with the assistance of a native language teacher's aide, this will give them greater understanding before attempting the material in English.

How Long Will it Take Students with LEP to Learn English?

The student needs a functional English vocabulary as soon as possible in order to feel at ease with peers. This level of English will probably develop quite rapidly. It is important not to be misled by the fluency the student demonstrates in conversational English. This "playground" or "survival" English does not mean that the student is able to understand academic instruction.

American students may spend several years learning a foreign language, often gaining only minimal fluency. The student with LEP will learn faster than that, but no one can learn a language instantaneously.

It may take two or more years of ESL instruction to become functional in academic classes taught in English, and from 5 to 7 years for students with limited English proficiency to be able to compete at their own level with English speaking peers.

As noted above, it would be ideal to substitute ESL classes for subjects in which the student is likely to experience failure. Over time, the student can be mainstreamed into the regular program. How long it takes to be fully mainstreamed depends upon many variables, including the student's age, previous educational experience, motivation and the environment in which the student lives. Also of importance is the type of classroom organization and teaching techniques used in the mainstream classroom. Small groups and other learning situations which promote group interaction and cooperative effort will be most productive for students with LEP.

Decisions about moving students into regular classes might best be made in staffing sessions involving the building's contact person for immigrant students, the principal, the student's counselor, the student's ESL teacher or tutor, and other teachers who work with the student. Parents should be kept informed, as well.

A file should be kept for the student with samples of work, teacher observations and other pertinent information. Developing an individualized education plan (IEP) is helpful.

Some native language content area materials are available in various subjects. If the student is literate in the native language he/she can use these materials to keep from falling behind in the subject matter. That knowledge then is transferred into English as the student develops English language proficiency.

How Can Students with LEP be Tested for Learning Disabilities?

It may be noted that learning disorders can occur in students with LEP as in American students, but a distinction should be maintained between those who have limited English proficiency and those who have a learning disability. It may be quite some time before learning disabilities can be identified. A guide for identifying and diagnosing children with limited English proficiency who are in need of special education services has been developed. Contact the State Department of Education for information.

Should Students' Parents be Discouraged from Speaking in their Native Language at Home?

Families should not be discouraged from speaking their native language at home. It is quite possible for children to speak one language at home and still develop full competence in a second language at school. Students should never be made to feel that their first language is inferior to English or that it is something to be discarded. Additionally, families of students with LEP may not have sufficient command of English to communicate comfortably and adequately with their children in English.

Current research indicates that proficiency in reading and writing in one language leads to proficiency in the second or third languages. What is important for young children is that they are in a language and print rich environment, that they are read to (in the native language or in English) and that they are encouraged to read for pleasure. A child only learns to read once. They can transfer that learning into one or more languages, but the basic process is only learned once.

All family members should be informed about local resources they may use to learn to communicate more adequately in English. They may be unaware of English classes such as those taught by local volunteer groups or through the Adult Basic Education/ESL classes. For further information contact the Director of Adult Education, Missouri Department of Elementary and Secondary Education [(314)751-0887] or the people listed in the resource section of this publication.

What Can School Administrators Expect of Teachers Who Have Students with LEP in their Classes?

One can expect an entire range of responses from teachers who have students with LEP in their classrooms. Reactions vary from enthusiasm and utilizing the situation as an enrichment experience for the whole class, on the one hand, to discouragement and rejection of the students, on the other. Most often the negative reactions can be rectified by advance preparation, inservice training and technical assistance. The more teachers learn about the culture of the student and ESL teaching techniques, the more likely they are to respond positively.

Teachers can be helped to cope with the situation by bringing their expectations of themselves and the students with LEP in line with reality. These students are not going to learn all the English they need to know in a few weeks. Classroom teachers need to realize that no one expects them to work miracles or to spend 90 percent of their time with the students with LEP.

One should not assume the students with LEP will simply acquire all the English they need on their own. Tough they may pick up social or conversational English they will rarely develop the academic language necessary for success in school without assistance.

What Suggestions Should be Offered to Teachers Who will Have Students with LEP in Their Classrooms?

Suggestions are offered in Part II of this publication. Feel free to reproduce them for your teachers. Other resources are available from the State and Federal Program Section of the Missouri Department of Elementary and Secondary Education, at the statewide ESL conference, regional ESL workshops sponsored by the Department of Education, as well as professional meetings. Also, several universities and colleges in Missouri now offer

coursework in second language acquisition theory and effective second language teaching methodology.

What Resource People Might You Contact for Further Information?

Suggestions are offered in Part III of the publication.

Part II. Suggestions for Teachers

What Adjustment Problems Do Recent Immigrant Students Usually Experience?

One problem is that students with limited English proficiency (LEP) may be unable to communicate with peers and teachers. The severity of this problem will vary with the student's prior experience with English. For Japanese students, for example, English is a required subject beginning in grade 7, but the emphasis is given in written English. Other students might have no experience with English, and also be illiterate in their own language. To help students with their adjustment problems special English as a second language (ESL) instruction should be provided by the school district.

A second problem common in immigrant students is the experience of cultural shock. This is the response to the unknown that occurs when a person of one culture is placed in another. Even though a person may be fully prepared to face the new environment, familiar cues being gone, he or she is likely to feel a sense of loss and depression. Sometimes the person tunes out "the surrounding chaos" in order to survive the trauma.

Symptoms may be dazed expression, irritability, the shunning of "natives," clinging closely to any relatives or others from home country, the craving for foods and dress from the homeland, experiencing great fatigue, refusing to learn English or American cultural ways, withdrawing, or responding with great emotion to any change.

Remedies include time, consistency, inclusion in the daily routine of the classroom (even when it seems the student isn't responding), sensitivity, firmness, help with the language and American friends.

A third problem immigrant students frequently experience is a sense of confusion as a result of differences in prior experiences with schools. Some students, used to wearing uniforms at school, are anxious about what to wear to school. In some countries schools provide few experiences in group projects, independent work library research, relating to the opposite sex, participating in class discussions, making choices or carrying out assignments that are not precisely defined. Students may be used to rote assignments. They may have been taught never to ask questions or to interrupt the class for any purpose, that, above all, they should be polite, humble and considerate. In other cases, such as in those of some of the recent immigrants from Laos and Cambodia, students may come from settings where they have had no experience with school at all.

The intensity of these problems will vary greatly, since the immigrant children will have been through a variety of experiences. The range of experiences will vary from those with no previous school experience to those who are able to converse in two or three languages and whose parents are themselves well-educated.

Are Students With LEP Slow Learners?

Students with LEP are no more likely to be slow learners than American students. They are sometimes placed in low level groups because it is perceived that instruction is simpler. However, these students need to be with motivated students in challenging classes and with classmates whose self-esteem allows them to reach out and be helpful. They need exposure to the best language model in the class. The teacher needs to be aware that problems in learning for these students are usually the result of a language barrier, not of learning disabilities.

One final caution here: There may be learning problems as opposed to language problems, but it may take several months before these can be detected.

Do Students With LEP Have Speech Defects?

Though most students with LEP will have some trouble with English pronunciation, very few will have speech defects. Mispronunciation is a natural part of learning a new language. For example, some languages have no words with final consonants. This may lead to difficulty in learning to hear and pronounce such English endings as "s," "-es," and "-ed." For many students, this is one of the last things they will learn. Research shows that much drill on these endings does not cause the student to acquire this any faster. It will be more productive for the teacher to correct only for meaning at the early stages of language acquisition.

Concentrate on communication. The purpose of language is to communicate. To focus heavily on pronunciation or isolated grammatical structures early in the learning process is not productive.

We would experience similar difficulties were we to emigrate to other cultures. It may be difficult for us to discriminate between two sounds that an Arab would hear as distinctly different. Moreover, if we could not hear the difference, we would be unlikely to produce those sounds properly when speaking.

What Kind of Instruction Do Students with LEP Need?

Like every American student, students with LEP need to experience much success in learning if they are to progress well in their studies. For this reason, these students:

- Should be mainstreamed from the beginning in subjects where they are likely to have a chance for successful learning, such as art, music, physical education, and perhaps, mathematics.

• Should be given specific ESL instruction designed to teach them to comprehend and communicate in English. Ideally, this instruction should occur during a time when their classmates are studying a subject like social studies or English, in which they are unlikely to succeed.

• Should be mainstreamed into other courses as they develop proficiency in English. (Such decisions should be made in staffing sessions.)

Note: The type of classroom management used will make a major difference as to how much the student with LEP will gain from the mainstream class. If cooperative/group learning is going on, such as with hands-on science experiments, or extended literature sets (with children working together in groups), the student will be able to benefit from the class. If the class is basically teacher-directed or lecture style, it will probably not be productive for the student with LEP.

For ESL Teachers: What Should Instruction Be Like to Your Classes?

The ESL class may be a one-on-one tutoring situation if the student is the only student with LEP in school. It may, on the other hand, be a class consisting of several students whose native languages vary (German, Russian, Vietnamese, Cambodian, etc.).

Textbooks have been developed for teaching English as a second language (ESL). Districts may contact the same people they contact when purchasing English, math, or social studies textbooks or check with the Department of Education for assistance. Materials are also available to teach content area material such as social studies to students with limited English proficiency. As with all textbook instruction, however, the teacher remains the key and there is no substitute for sound judgment based on knowledge of second language acquisition theory, specific learning objectives and student readiness.

Additional Tips for ESL Teachers:

Students who speak different languages may be placed together to learn English. A group of students whose native languages include German, Russian, Khmer, and Vietnamese will soon find that they need a common language to communicate. Fortunately for ESL teachers, that language will turn out to be English.

Teach the students the English they need in their new environment. Use conversation based on settings of home, school and neighborhood. Topics like food, clothing and school activities should also be emphasized.

Make the learning of English fun.

Students need to acquire functional English rapidly. Start first with teaching them to listen and do things (carry out instructions). Speech production, reading and writing should follow.

Use dramatizations of functional experiences.

Provide field trips--even taking student on walks in the neighborhood--in order to provide experiences which encourage language development, both spoken and written.

Relate pictures and objects to teacher vocabulary. Familiar objects in the environment should not be overlooked.

Use choral speaking and rote songs to help students develop a feel for the rhythm and patterns of the English language.

Teach vocabulary in context of phrases and sentences. (For example, "Walk to the table," "Pick up the book," "Give me the pencil," and so on.)

Use tapes and tape recorders.

Check the library, language labs and with other teachers for materials. Reading teachers have some excellent materials. Though many of your students may be proficient readers in their native language, they need to translate the proficiency to English. .

Be on the lookout for learning problems other than just not knowing English. Such problems, however, are difficult to discern until the student is functioning quite well in English.

Join the professional organizations for teachers of limited English speakers. Read materials on second language acquisition theory and methodology. Check with your local university or college for courses they may offer in teaching ESL.

For Regular Classroom Teachers: What Can You Do to Help Students Experience Academic Learning Success in your Classroom?

Below are a few suggestions your may use to help students with LEP experience success in your classes:

- In planning lessons decide what are the few important points that are to be learned by all. Organize these points in a logical sequence in the plan. Then, place on the chalkboard a simple outline of the lesson. Key vocabulary terms may also be listed. When teaching the lesson, make certain the student with LEP (and others) are following the lesson properly. (That is, when moving from Point 1 of the outline to Point 2, make certain all students, especially the student with LEP, are aware of the transition.)

• If someone is available to tutor the student with LEP in addition to ESL instruction, that person should help the student with concepts basic to a lesson before the lesson is taught.

• Teach not only communicating to students with words, but also using visual stimuli-gestures, the chalkboard, and any relevant audiovisual aids that will help get the message across to students with LEP. Page numbers of assignments should be written on the board to reinforce to oral instructions. Teaching to a variety of sensory modalities also has the advantage of helping more English-speaking students learn what is being taught.

• Involve students with LEP in the class. Help them develop a sense of belonging to their new environment.

• When possible, emphasize multicultural topics, such as different customs, foods, and so on, and involve all students in sharing their families' traditions when appropriate. Rather than making the student with LEP the focus of study, involve everyone in learning about the many traditions that have enriched our culture.

Classroom teachers should be aware that students with LEP will often understand more than they convey verbally. Students often go through a "silent" phase when their receptive competence is developing, but they are not yet ready to verbalize in the new language. Teachers should encourage students to speak in controlled situations but not force this skill too soon, as this may result in frustration on the part of both the teacher and the students. A key to achieving proficiency in speaking is achieving proficiency in listening comprehension.

• Peer tutors are an excellent way for students to not only learn English but to make friends. Tutors can work in content area instruction as well. Often those native speakers who may not be the top students will excel as tutors and in the process learn a great deal about the subject matter themselves. It can be an extremely positive situation for students. The teacher must, however, provide considerable guidance to the tutor in organizing lesson plans and material and carefully monitor the learning process.

• Use some activities which do not require a great deal of language competence or teacher supervision. These may include word searches and visual discrimination, math computation, dot-to-dot, or drawing. Be careful, however, not to convey the message that the students with LEP are not expected to learn. They should feel that the challenge of learning is expected of them as of other students. That expectation is a powerful motivation for mastering English.

• Computer software is available for use by students with limited English proficiency. Contact the Department of Education for further information.

Will Working With a Student with LEP be Frustrating?

Many American teachers expect students with LEP to master English much faster than is reasonable. They are also sometimes frustrated that the students may be reticent in class despite their efforts. Keep in mind these principles:

1. The students are absorbing more internally than they reveal in their speech. As long as they are receiving comprehensible input, you can assume that they are acquiring English.

2. The students are going through major adjustments in learning classroom behavior. For example, they may not be used to class discussions. In many countries, students are not to enter into a discussion with the teacher or other students. They will need to observe classroom activity and learn what is acceptable in an American classroom setting.

3. The students may be going through major cultural adjustments. The culture shock discussed earlier is a real phenomenon. They must learn to feel accepted and comfortable in the new environment before they can be expected to become a part of it.

4. All students learn differently regardless of their culture or background. Some will be much more aggressive and outgoing initially. Others will not be very communicative for a long period of time.

5. Don't generalize about "all" students from foreign countries anymore than you do with "all" students from the United States. Each student is an individual. Each will have a different timetable for learning different material - including English.

With these principles in mind, use the strategies mentioned in the previous section, and expect success. Visit with other teachers working with the same students, share your experiences, and talk about your problems with someone who has ESL expertise.

As the students begin to progress in your class (or perhaps the class of next year's teacher), take pride in the fact that as the student's teacher, you have made a major, positive contribution to his or her life.

"A teacher affects eternity; he can never tell where his influence stops."

Henry Brooks Adams

Part III. Resource People

For information on designing ESL programs, identifying students with LEP, testing, funding, or other matters, contact the following Missouri Department of Elementary and Secondary Education personnel (mailing address for all those listed is: P.O. Box 480, Jefferson City, Missouri 65102):

Title VII Project Director
Supervisor, State & Federal Programs
Phone: (314) 751-8281

Stephen L. Barr, Coordinator, State Programs
Phone: (314) 751-3520

Warren Solomon, Social Studies and Economics Consultant
Phone: (314) 751-4608

For information on Adult ESL programs contact:

Elvin Long, Director, Adult Education
Phone: (314) 741-1249

For information on secondary, adult and postsecondary vocational programs and funding for students with limited English proficiency contact:

Delbert Lund, Vocational Planning and Evaluation
Phone: (314) 751-3524 or

John Miller, Vocational Special Needs
Phone: (314) 751-4192

For information on inservice programs for urban districts (metropolitan Kansas City, St. Louis, Springfield, St. Joseph and Columbia) contact:

Joan Solomon, Director, Urban Education
Phone: (314) 751-2931

For information on Migrant Education contact:

Nancee Allan, Director, Special Federal Instructional Programs
Phone: (314) 751-9437

Other Missouri Resource People

Metropolitan Kansas City

Judy Grimes, Director
Applied Language Institute
University of Missouri-Kansas City
5100 Rock Hill Road
Kansas City, MO 64110
(816) 932-7622
(816) 235-1113

Metropolitan St. Louis

Nabila Salib
ESL/Bilingual Supervisor
St. Louis Public Schools
450 DesPeres
St. Louis, MO 63112
Phone: (314) 863-7266

Sarah Leung
Margaret Silver
International Institute
3800 Park Avenue
St. Louis, MO 63110
Phone: (314) 773-9090

Leslie Wolk
English Language School
7521 Amherst
University City, MO 63130
Phone: (314) 432-0633

Donna Burk, Director
Adult Basic Education
ESL Instructions, Parkway Public Schools
12567 FeeFee Road
Creve Coeur, MO 63146

Southwest Missouri

Judy Bastian
Academic Affairs Office
Missouri Southern State College
Joplin, MO 64801
(417) 625-9394

Southeast Missouri

Adelaide Parsons
Department of English
Southeast Missouri State University
Cape Girardeau, MO 63701
Phone: (314) 651-2499

Central Missouri

Carolyn Collins
ESL Coordinator
Columbia Public Schools
Hickman High School
1104 N. Providence Road
Columbia, MO 65201
Phone: (314) 886-2691

Donald M. Lance
English Department
211-D Arts & Science Building
University of Missouri
Columbia, MO 65211
Phone: (314) 882-3582

Ronald Long
Ward Sample
Department of English
Central Missouri State University
Warrensburg, MO 64093
Phone: (816) 429-4425

National Resource People

Contact the following federally funded resource people for assistance with inservice training, curriculum materials or other services for special populations.

Title VII Multifunctional Resource Center
Minerva Coyne, Director
2360 East Devon, Suite 3011
Des Plaines, Illinois 60018
Phone: (708) 296-6070

Evaluation Assistance Center (West)
New Mexico Highlands University
121 Tijeras NE, Suite 2100
Albuquerque, NM 87102
Phone: (800) 247-4269 or (505) 242-7440

National Clearinghouse for Bilingual Education
George Washington University
1118 22nd St. N.W.
Washington, D.C. 20037
Phone: (800) 321-6223

Professional Organizations

TESOL
Teachers of English to Speakers of Other Languages
Contact:
TESOL
Georgetown University
1118-22nd Street, N.W.
Suite 205
Washington, DC 20037
(703) 836-0774

MidTESOL
Teachers of English to Speakers of Other Languages in Mid-America
Contact:
Robert Yates, Newsletter Editor
Dept. of English
Central Missouri State University
Warrensburg, MO 63093
(816) 429-8741

NABE
National Association for Bilingual Education
Contact:
1201 - 16th Street, N.W.
Room 408
Washington, DC 20036
Phone: (202) 898-1829

Glossary

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GLOSSARY

Supplemental professional staff persons should be aware of the definitions associated with the provision of services to individuals who are members of special populations as stated in the Carl D. Perkins Vocational and Applied Technology Education Act. Select definitions are as follows:

Adults in need of training and retraining - Includes individuals who have completed or left high school and who are enrolled in organized programs of study for which credit is given toward an associate degree, but which are not designed as baccalaureate or higher degree programs; and individuals who have already entered the labor market, or have completed or left high school, and who are not described above.

Advisory committees - A group of selected individuals from a community who represent a variety of groups in an occupational area. For example, a construction trades craft committee is made up of workers, employers, suppliers, etc.

Area Vocational School - A public educational institution which has been designated by the State Board of Education. An area vocational school may be: (1) a specialized high school, (2) a department of a high school, (3) a department or division of a junior college, used exclusively for the provision of vocational education to persons who are available for study in preparation for entering the labor market.

At-risk - A term applied to students with a high potential for future difficulties due to learning problems or other barriers.

Basic Skills Instructor - One who provides individual or small group instruction in areas of mathematics, reading, or writing skills essential for students to successfully complete a vocational education program.

Competitive employment - Employment in a community based job for remuneration.

Cooperative planning - The process of planning an individual program for learners involving the vocational teacher, academic teacher, student, parents/guardians, counselor, and appropriate community agency personnel.

Criminal offenders - Are individuals who are charged with or convicted of any criminal offense, including youth offenders or juvenile offenders.

Curriculum modification - The tailoring of all experiences and activities encountered in pursuit of occupational preparation under the direction of a school to meet the unique needs of the individual student.

DESE - Department of Elementary and Secondary Education.

Dictionary of Occupational Titles (DOT) - An inventory of occupations within the economy prepared by the United States Department of Labor. This resource provides information about the physical demands, working conditions, and aptitudes for a specific job, as well as identifies the relationship to people, data, and things.

The term "**disability**" means, with respect to an individual, a physical or mental impairment that substantially limits one or more of the major life activities of such individual, a record of such an impairment, or being regarded as having such an impairment.

Disadvantaged - Means individuals (other than individuals with disabilities) who have economic or academic disadvantages and who require special services and assistance in order to enable such individuals to succeed in vocational education programs. Such term includes individuals who are members of economically disadvantaged families, migrants, individuals of limited English proficiency and individuals who are dropouts from, or who are identified as potential dropouts from, secondary school. Such persons: 1) have academic or economic disadvantages, and 2) require special services, assistance, or programs in order to enable them to succeed in vocational education programs.

Academically disadvantaged, for the purposes of this definition of "disadvantaged," means a person who: 1) scores below the 25th percentile on a standardized achievement or aptitude test, 2) has secondary school grades below 2.0 on a 4.0 scale, or 3) fails to attain minimum academic competencies.

Economically disadvantaged - For the purposes of this definition of "disadvantaged," means: 1) families or individuals of low income according to available data such as AFDC, free or reduced lunch, or Pell Grant; or 2) such families or individuals who are determined by the Secretary to be low-income according to the latest available data from the Department of Commerce.

Displaced homemaker - Means an individual who: 1) is an adult; and 2) has worked as an adult primarily without remuneration to care for the home and family, and for this reason has diminished marketable skills; 3) has been dependent on public assistance or on the income of a relative but is no longer supported by such income; 4) is a parent whose youngest dependent child will become ineligible to receive assistance under the program for aid to families with dependent children under part A of title IV of the Social Security Act within 2 years of the parent's application for assistance under this Act; or 5) is unemployed or underemployed and is experiencing difficulty in obtaining any employment or suitable employment, as appropriate, or 6) is described in this paragraph and is a criminal offender.

Limited English proficiency (LEP) - Refers to individuals who were not born in the United States or whose native language is a language other than English; who come from environments where a language other than English is dominant; who are American Indians and Alaskan native students and who come from environments where a language other than English has had a significant impact on their level of English language proficiency; and who by reasons thereof, have sufficient difficulty speaking, reading, writing or understanding the English language or to deny such individuals the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.

Early entry - In Missouri early entry is described as a process which allows students who need an extra year in the vocational program to enter early to improve their chances to master the skills taught. The student must be at least 15 years old and/or a 9th grader. Early entry is not mandated by the Carl D. Perkins Vocational and Applied Technology Education Act, but can be offered to provide appropriate educational experiences for students who will benefit from an additional year of vocational training.

Hearing-impaired - A hearing impairment, whether permanent or fluctuating, that adversely affects (an individual's) educational performance but which is not included under the definition of "deaf" in this section. (P.L. 94-142, 121 a.5)

Individual Vocational Education Plan (IVEP) - A written program for students from special populations which is planned cooperatively with support personnel.

Individualized Education Program (IEP) - Program for learners who are disabled, mandated by P.L. 101-476 (Individuals with Disabilities Education Act [the reauthorized 94-142 ACT]) and is planned cooperatively with support personnel. The IEP must have the present level of educational performance, annual goals and short-term objectives, amount of time spent in regular educational programs, necessary support services, an annual review date and a plan for transition to employment or further training.

Individualized Written Rehabilitation Plan (IWRP) - A written plan developed for an individual with a disability who is eligible for services from Vocational Rehabilitation Services. The IWRP states vocational rehabilitation goals, specifies objectives and services, and specifies timelines for providing services.

Informal assessment - A Level I informal assessment consists of a summary of existing information about a student; Level II incorporates some standardized testing as well as existing information; and Level III usually requires a formal vocational evaluation.

Interagency collaboration - The coordination of the available resources of both public and private agencies whose objective is to provide vocational education instruction and services to learners from special populations.

Learning disability - A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual disabilities, brain injury, minimal brain disfunction, dyslexia, and developmental aphasia. The term does not include (individuals) who have learning problems that are primarily the result of visual, hearing, or motor disabilities; or of mental retardation; or of environmental, cultural, or economic disadvantage. (P.L. 94-142, 121 a.5)

Learning style - Most efficient and effective method of learning for an individual.

Learning style inventories - Instruments that indicate the ways individuals learn best, the qualities that are important to people in interacting with others, and the kinds of thinking patterns learners use in solving problems and making decisions.

Local Education Agency (LEA) - School district.

Mainstreaming - The inclusion of students who are members of special populations in regular education classes with necessary support services being provided.

Native American - American Indians participating in vocational education programs.

Occupational Outlook Handbook - A publication of the United State Department of Labor that provides information concerning more than 850 occupations in a variety of major industries. Specific information provided for each major job includes (a) what the job is like, (b) places of employment, (c) personal qualifications, (d) training qualifications, (e) educational qualifications, (f) working conditions, (g) earnings, (h) opportunities for advancement, and (i) sources of additional information.

Office of Special Education and Rehabilitative Services (OSERS) - The federal agency which oversees funding of mandated special education and rehabilitative services in the United States. It is a division of the U.S. Office of Education.

On-the-job-training - Instruction in the performance of a job given to an employed worker by the employer during the usual working hours of the occupation.

Postsecondary - A level of education designed primarily for youth or adults who have completed or left high school and who are in preparation for entering the labor market or continuing their education.

Prevocational education - Training prior to courses designated as vocational education.

Private Industry Council (PIC) - On October 1, 1983, the Job Training Partnership Act (JTPA) was officially implemented throughout Missouri. The Act shifts responsibility of policy and implementation from the federal government to the state government and administration to a local partnership of Private Industry Councils and local government. The Division of Manpower Planning is the designated State agency which administers federal and state JTPA funds. The Division plans, manages, monitors and evaluates JTPA programs, provides technical assistance to PICS and service delivery areas, and implements statewide JTPA programs. The statewide programs include: Missouri Customized Training, Dislocated Worker Program, and A Training Program for Older Individuals.

Within Missouri, Private Industry Councils (PIC) direct the 15 service delivery areas. Each PIC plans and implements a series of training activities which reflect the service delivery areas, eligible population, and the employment opportunities available.

Readability formula - A procedure used to determine the reading level of instructional material.

Regular vocational education program - Full time participation in regular vocational education program with slight modifications and/or resources.

Single parent - Means an individual who is unmarried or legally separated from a spouse; and has a minor child or children for which the parent has either custody or joint custody; or is pregnant.

Special education - Specially designed instruction, at no cost to the student, to meet the unique needs of a child who is disabled, including classroom instruction, instruction in physical education, home instruction, and instruction in hospitals and institutions. The term includes speech pathology, or any other related service, if the service consists of specially designed instruction, at no cost to the parents, to meet the unique needs of a child who is disabled, and is considered "special education" rather than a "related service" under state standards. The term also includes vocational education if it consists of specially designed instruction, at no cost to the parents, to meet the unique needs of a child who is disabled.

The term "**special populations**" includes individuals with disabilities, educationally and economically disadvantaged individuals (including foster children), individuals of limited English proficiency, individuals who participate in programs designed to eliminate sex bias, and individuals in correctional institutions.

Supplementary services - Means curriculum modification, equipment modification, classroom modification, supportive personnel, and instructional aids and devices.

Supplemental teacher - A state certified teacher who assists vocational teachers in the provision of instruction. This person should not assume the overall responsibility for instructing the class, but should provide additional instructions to students who are members of special populations as the needs of the students dictate in order for the students to be successful.

Technology Education - Means an applied discipline designed to promote technological literacy which provides knowledge and understanding of the impacts of technology including its organizations, techniques, tools and skills to solve practical problems and extend human capabilities in areas such as construction manufacturing, communication, transportation, power and energy.

Transition - A formal planned process involving learners, parents, school personnel and community agency representatives, which results in the preparation and implementation of a plan to assist learners who are members of special populations in developing knowledge, skills and attitudes required to enter and succeed in postsecondary education and/or sustained employment.

Vocational Adjustment Coordinator (VAC) - A position in the local education agency (LEA) created by the cooperative school work agreement to serve as a link between students who are disabled, Department of Vocational Rehabilitation, LEA and community.

Vocational assessment - A comprehensive process conducted over a period of time, involving a multi-disciplinary team with the purpose of identifying individual characteristics, education, training, and placement needs, which provides educators the basis for planning an individual's program.

Vocational education - Organized educational programs which are directly related to the preparation of individuals for paid or unpaid employment, in such fields as agriculture, business occupations, home economics, health occupations, marketing and distributive occupations, technical and emerging occupations, modern industrial and agricultural arts, and trades and industrial occupations, or for additional preparation for a career in such fields, or in other occupations requiring other than a baccalaureate or advanced degree and vocational student organization activities as an integral part of the program. (P.L. 98-524)

Vocational evaluator - A trained individual who administers and interprets vocational assessment tests and other types of vocational evaluation activities and procedures.

Vocational preparation teacher - One who helps students who are members of special populations acquire entry-level skills needed to succeed in existing vocational education programs at the eleventh and twelfth grade levels.

Vocational rehabilitation - Service which includes providing diagnosis, guidance, training, physical restoration, and placement to persons with disabilities for preparation and acquisition of employment, which allows greater independence.

Vocational resource educator - A vocational support person trained to facilitate the vocational training of students with disabilities by working as a resource specialist to teacher, students, and parents.

Vocational special needs counselor - Counselors who work primarily with students who are disadvantaged, but also may work with students who are disabled or other members of special populations. No matter what population, the counselor's major focus should be providing career guidance activities that will lead to appropriate program placement.

Vocational student organizations - Means those organizations for individuals enrolled in vocational education programs which engage in activities as an integral part of the instructional program. Such organizations may have State and national units which aggregate the work and purposes of instruction in vocational education at the local level.

V-TECS (Vocational-Technical Education Consortium of State) - A consortium of states providing competency-based vocational technical education materials.

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